

**U.S. DEPARTMENT OF EDUCATION**

# ***EDFacts* Workbook**

## **SY 2008–09**

**Version 5.2**

**September 2009**

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### DOCUMENT HISTORY

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2.0		Version 2.0 or subsequent updates (i.e., 2.1., etc.) contain information about the SY 2005–06 requirements.
3.0		Version 3.0 or subsequent updates (i.e., 3.1., etc.) contain information about the SY 2006–07 requirements.
4.0		Version 4.0 or subsequent updates (i.e., 4.1., etc.) contain information about the SY 2007–08 requirements.
5.0	February 2009	Initial version for SY 2008–09.
5.1	April 2009	<ul style="list-style-type: none"> <li>▪ 3.3 – Corrected file specification number and data group for Title I – Participation under the heading “Title I Participation.” The previous reference used the file number and data group from SY 2007–08 instead of SY 2008–09.</li> <li>▪ 4.0 – Added additional information on the use of the standard definitions in EDFacts file specifications.</li> <li>▪ 12.3 – Added additional information about the transformation of IDEA reporting into EDFacts.</li> <li>▪ Appendix G – Corrected spanner headings for January 2009 and January 2010 (previously there were two spanner headings for February of these years). Change N/X041, N/X032, N/X040 to 1/2010.</li> </ul>
5.2	September 2009	<p>Throughout, changed “ID” to “DG” to follow new format and replaced references to <i>NCLB</i> with <i>ESEA</i> (except in data group and file names).</p> <ul style="list-style-type: none"> <li>▪ 4.2 – Corrected names of files 109 and 111.</li> <li>▪ 4.3 – One of the exceptions to the LEP definition was corrected to exclude a reference to file 081. Corrected file names for 078 and 111. Also included minor wording changes.</li> <li>▪ 5.3.5 – Minor wording changes.</li> <li>▪ 5.3.8 – Corrected file names and removed reference to file 047.</li> <li>▪ 5.3.10 – Removed data group 116 from the LEP table.</li> <li>▪ 5.3.15 – Removed references to file 147.</li> <li>▪ 5.3.16 – Corrected file names.</li> <li>▪ 5.3.17 – Removed data group 470 and reference to file 120.</li> <li>▪ 5.4.1 – Updated file references for data groups 686 and 687 and corrected some file names.</li> <li>▪ 10.3.3 – Changed explanation of inactive from “reopen within three years” to “reopen in the future”</li> <li>▪ 10.3.5 – Added submitting incorrect NCES IDs as a cause of duplicate LEAs and schools</li> <li>▪ 12.1.1 – Removed reference to “submission error reports”</li> </ul>

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## RELEASE AUTHORIZATION

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## Preface

EDFacts is a collaborative effort of the U.S. Department of Education (ED), state education agencies (SEAs) and industry partners to centralize state-reported K through 12 educational performance data into one federally coordinated data repository located in ED. The purposes of EDFacts are to

- Place the use of robust, timely performance data at the core of educational decision-making and policymaking
- Reduce state and district burden and streamline data practices
- Improve state data capabilities by providing resources and technical assistance
- Provide data for planning, policy and management and the federal, state and local levels

The *EDFacts Workbook SY 2008–09* is a reference guide to using the EDEN Submission System (ESS) to submit data for school year (SY) 2008–09. States report data to ED using ESS. States transmit data through ESS to meet data requirements of annual and final grant reporting, specific program mandates and the *Government Performance and Results Act*.

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## 1.0 Introduction

### 1.1 Purpose

This document provides information on how to submit files through the EDEN Submission System (ESS) into *EDFacts* for school year 2008–09. This document assumes a basic understanding of the *EDFacts* data framework. An explanation of the *EDFacts* data framework is found in appendix A, while a glossary of *EDFacts* terminology appears in appendix B.

The ESS shares an opening Web page with the Consolidated State Performance Report (CSPR) and other data submission tools; however, this document does not cover how to use these systems. Each of the submission systems has a Getting Started guide or a User Guide.

### 1.2 EDFacts Collection

The Office of Management and Budget (OMB) approved the “Annual Mandatory Collection of Elementary and Secondary Education Data for *EDFacts*” for SY 2008–09 on September 26, 2008. This data collection activity is approved until October 31, 2010, under OMB Control Number 1875-0240. The total data approved for collection by *EDFacts* includes:

- Data submitted by state education agencies (SEAs) through ESS to *EDFacts*
- Data collected from other sources (i.e., U.S. Bureau of the Census)
- Civil Rights Data Collection (CRDC)
- Metadata from SEAs and other sources
- Submission plans for data to be submitted by states to ESS

*EDFacts* does not collect individual student- or staff-level information. All information provided to *EDFacts* is aggregated—often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to specific students or staff members. In submitting data to *EDFacts*, states cannot suppress the data in small data cells except as specifically authorized by federal statute.

### 1.3 EDFacts Coordinator

Each SEA identifies a staff member who serves as the *EDFacts* Coordinator and is the official SEA contact for the *EDFacts* team. ED recommends the following knowledge, skills, abilities and responsibilities for each state’s *EDFacts* Coordinator.

## Knowledge, Skills and Abilities

EDFacts Coordinators should be completely committed to improving education practices by improving the use of timely, quality data in education and administration decisions. In addition, these Coordinators should possess the following knowledge, skills and abilities:

1. Knowledge about federal and state education programs, laws and regulations, including the ability to:
  - Identify and work with education program data stewards
  - Work with high-level state education policymakers
  - Understand education data sources, work processes and users' needs
  - Coordinate and manage data work flow processes with different programs
  - Perform data quality checks for completeness, accuracy and validity
2. Knowledge about information technology and data storage, transmission and use, including the ability to:
  - Translate technology terminology into education program language
  - Understand the difference between good information and good technology
  - Understand and use EDFacts and state technology tools
  - Understand the federal and state data-sharing processes
  - Understand the differences among multiple hardware tools
  - Understand the differences among multiple software tools
  - Compensate for the differences among hardware and software tools
  - Plot hardware and software development trends and plan upgrades
  - Work closely with database designers, builders and managers
3. Knowledge about statistics (the analysis, interpretation and presentation of data), including the ability to:
  - Translate statistical principles into useful education terminology
  - Bring additional analytic power to the available education data
  - Explain the analytical advantages of sharing quality data
  - Identify logical and statistical flaws in a data presentation
  - Present data in accurate and meaningful ways

4. Skills in program management, diplomacy and negotiation, including:
  - Ability to plan, organize and manage the data collection and reporting process
  - Ability to use project management tools
  - Ability to understand and accommodate the many different programs' needs
  - Ability to lead a data governance board and a data stewards group
  - Ability to negotiate win-win data-sharing solutions between/among programs
5. Skills in teaching and motivating, including:
  - Ability to articulate the “big picture” (ideal future state) to skeptics
  - Ability to help each “part” appreciate its place in the “whole” organization
  - Ability to translate between professional languages
  - Ability to keep communication open, active and professional

## **Responsibilities**

*EDFacts* Coordinators are critical to the success of *EDFacts*. As reflected by the wide range of skills required for the assignment, the responsibilities of *EDFacts* Coordinators are wide ranging. These responsibilities include the following tasks:

1. Work with education program experts to identify data requirements
2. Work with SEA leadership team to identify requirements
3. Understand education data sources, work processes and users' needs
4. Coordinate and manage acquisition of data from different state Program Offices
5. Perform quality checks on data for completeness, accuracy and validity
6. Translate technology requirements for education program leadership teams
7. Promote policies and practices to secure good information and good technology
8. Use the *EDFacts* and state technology tools to transmit data
9. Document the federal and state data-sharing processes
10. Compensate for the differences among multiple district and state hardware tools
11. Compensate for the differences among multiple district and state software tools
12. Forecast hardware and software development trends and plan upgrades
13. Work closely with state computer programmers and contractors

14. Work closely with database designers, builders and managers
15. Translate statistical principles into useful education terminology
16. Promote techniques for getting additional analysis from the available education data
17. Promote the analytical advantages of sharing quality data
18. Improve the logical and statistical presentation of data
19. Present data in accurate and meaningful ways
20. Plan, organize and manage the data collection and reporting process
21. Use project management tools to manage the data collection process
22. Accommodate the different education programs' (sometimes conflicting) needs
23. Lead a data governance board and a data stewards group
24. Negotiate win-win data-sharing solutions among programs
25. Articulate the "big picture" (ideal future state) to skeptics
26. Help each "part" appreciate its place in the "whole" organization
27. Translate between professional languages
28. Keep communication open, active and professional

The *EDFacts* Coordinator may designate additional persons to serve as SEA submitters. These are usually SEA staff or contractors who have the knowledge needed to extract the data from existing state systems, put the data into the *EDFacts* file formats, submit the data and answer questions or handle programming issues that arise in the submission of the data.

## 1.4 Access to Systems

For SEAs, there are three types of *EDFacts* users: ESS Submitters, ESS Reviewers and *EDFacts* Reporting System Users. Each SEA can have one or more users of the ESS, but has only one user of the *EDFacts* Reporting System. The differences between these user types are described below.

**ESS Submitter**—This type of ESS user can submit files, review transmittal, error reports and submission status reports as well as look up data via the Education Unit Profile sub-application within ESS.

**ESS Reviewer**—This type of ESS user has access to state submission and transmission reports but does not have access to the Transmittal Authorization sub-application. These are users who do not need the ability to submit files but need to review and analyze error reports and view data. These users may include the Common Core of Data (CCD) Coordinator and the *IDEA* Part B Data Manager.

***EDFacts* Reporting System User**—One user per state is designated the *EDFacts* Reporting System User. This user can access the *EDFacts* Reporting System. The

EDFacts Reporting System contains reports on the status of submissions through ESS, data submitted through the CSPR tool and data submitted through ESS.

The EDFacts Coordinator approves users for the ESS and EDFacts Reporting systems. ESS may be accessed at <https://eden.ed.gov/EDENPortal/>.

## 1.5 Technical Assistance

In addition to this workbook, a variety of documents are available to assist SEAs in submitting data through ESS.

### 1.5.1 Documents available on the EDFacts Web site

The following documents are available on the EDFacts Web site—  
<http://www.ed.gov/edfacts>.

**EDEN Submission System (ESS) Users Guide**—This guide addresses the basic mechanics of system access and file transmission. The figures in this document contain screen prints of the ESS to depict step-by-step instructions for ESS users. The guide is updated annually and when major system modifications affect user procedures.

**EDEN Submission System’s Release Notes**—These documents provide a description of the technical enhancements to each version of ESS.

**File/XML Specifications**—These documents provide policy guidance and technical instructions for building the files that are submitted through ESS. File/XML specifications apply to a specific school year. XML validation schemas (.xsd) and style sheets (.xsl) are also available.

**EDFacts Guidance on Submitting Racial and Ethnic Data**—This document explains how SEAs report or submit racial and ethnic data to ED through ESS. It provides instructions on submitting racial and ethnic data, but does not include information on how SEAs collect racial and ethnic data. Note that in EDFacts, there are two data categories for reporting data about race and ethnicity. Be sure to use the correct data category when submitting data. The purpose of the two categories is explained in the guide.

**FAQs**—This document lists answers to frequently asked questions (FAQs), upcoming calendar events and mid-year technical and documentation changes/updates.

**EDFacts Quarterly Newsletters**—Newsletters contain information on relevant legislation, regulations, data collection information, training sessions, meetings and other events that occurred in the last quarter or are scheduled for the future.

**EDFacts 2009 Calendar**—This document provides an overview of file submission due dates as well as other important dates by month for 2009. The calendar is updated on the 1st and 15th of each month.

**EDFacts Business Rules Document**—This spreadsheet lists all the business rules that ESS uses to check the quality of data submitted to the system. An introduction to the spreadsheet is also provided.

### 1.5.2 Information available through PSC

To assist states with data submission, analysis and reporting, ED provides a dedicated Partner Support Center (PSC). The PSC can be reached via telephone (877-HLP-EDEN) or e-mail ([eden\\_ss@ed.gov](mailto:eden_ss@ed.gov)). PSC distributes e-mail announcements about system shut downs, reminders of due dates and technical hints. SEA staff members who use ESS automatically receive these e-mails.

In addition, PSC makes the following tools available upon request:

**EDFacts Data Set Viewer**—The EDFacts Data Set Viewer is a customized Access database that allows users to review data groups and categories for SY 2006–07 through SY 2008–09.

**PSC File Format Checker (PSC Internal Tool)** —This tool can be installed locally, and states can use it to check for non-XML format errors prior to attempting to submit to ESS.

**Partner Support Center Broadcasting**—This tool provides informative due date reminders, additional guidance support, etc.

### 1.5.3 Other resources

**EDICs**—The Education Information Collection System provides access to the information collection document sets of all OMB-approved collection efforts. The Web site location is <http://edicsweb.ed.gov/>.

**Listserv**—ED encourages SEAs to share information among themselves. To facilitate this, the Department maintains and distributes upon request the list of EDFacts Coordinators to staff at SEAs. ED also maintains a listserv at [edfacts@lists.ccsso.org](mailto:edfacts@lists.ccsso.org). EDFacts Coordinators, submitters and other SEA staff members can initiate and participate in discussions on the email list server.

## 2.0 Data Submission Calendar

This section describes the calendar for submitting files to ESS for SY 2007–08.

### 2.1 ESS Files for Previous School Years

SEAs should submit files for SY 2006–07 and 2007–08<sup>1</sup> based on their EDFacts State Submission Plan and Transition Agreement, once approved. SEAs can monitor progress with the State Plan Execution Report (LEAD004) in the EDFacts Reporting System.

SEAs should be in lock status with their SY 2007–08 CCD-related data **before** submitting data for SY 2008–09. SEAs should no longer be actively submitting data for school years prior to SY 2006–07. If your state needs to submit outstanding or updated data for an EDFacts File Specification prior to SY 2006–07, please contact Partner Support to open a ticket related to this need. A note of caution for making changes to CCD-related data in prior years; it will not be reflected in your state's CCD files since your state's CCD is locked by NCES. If you want to better understand the impact of your prior year submission update, contact PSC.

### 2.2 ESS Files for SY 2008–09

SEAs should begin submitting data for SY 2008–09 by submitting a complete directory of LEAs and schools. A directory file for the SEA should be submitted only if there were changes. Traditionally, the other files submitted through ESS have been assigned to one of four collection periods: Early, Middle, End and Close-out. During 2009, ED will move away from the use of the four collection periods and focus instead on file due dates. A list of files by due date can be found in Appendix G.

Chapter 7.0 contains more information on the submission process.

<sup>1</sup> Data for SY 2003–04 and SY 2004–05 can no longer be submitted through ESS.



### 3.0 Department Regulation and Guidance

This section describes Department regulations and guidance affecting data submission through the ESS.

#### 3.1 Regulation—Requiring the Electronic Reporting of Data to ED

On February 25, 2007, Final Regulations were published to amend 34 CFR part 76 governing state reporting requirements. The revised regulations allow the Secretary and ED, through the *Paperwork Reduction Act* clearance process, to require states to report certain information electronically. The regulations also establish that the Department may take administrative action against a state for failure to submit reports in the manner prescribed by the Secretary. This is intended to significantly reduce reporting burden and to streamline data collections currently required by the Department by bringing elementary and secondary education data in through the Annual Mandatory Collection of Elementary and Secondary Education Data for EDFacts (1875-0240). The failure to submit EDFacts data constitutes a failure to comply substantially with the law applicable to the funds provided by the federal government. The immediate remedy for this failure is the development of a State Transition Agreement Plan as required in the regulation. The Transition Agreement should address the state's commitment to submit required data for the 2 transition years of data, school years 2006–07 and 2007–08. Full reporting through EDFacts is required for all states beginning in school year 2008–09.

#### 3.2 Guidance—Maintaining, Collecting and Reporting on Race and Ethnicity Data

The Secretary of Education published “Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education” on October 19, 2007. This guidance implements OMB's *1997 Standards for Maintaining, Collecting and Presenting Federal Data on Race and Ethnicity*.

This guidance directly addresses three sets of issues:

1. How educational institutions and other recipients will collect and maintain race and ethnicity data from students and staff.
2. How educational institutions and other recipients will aggregate race and ethnicity data when reporting those data to the Department.
3. How data on multiple races will be reported and aggregated under the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended.

More information about the guidance is available on ED's Web site:

- The Federal guidance is on the EDFacts Web site under the heading “New Race and Ethnicity Guidance for the Collection of Federal Education Data.”  
<http://www.ed.gov/about/inits/ed/edfacts/index.html>

- The *Forum Guide to Race/Ethnicity Data Implementation* provides information to help states transition from five permitted values to seven permitted values.  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008802>
- The *EDFacts Guidance on Submitting Racial and Ethnic Data* explains how SEAs report or submit racial and ethnic data to ED through ESS.

### 3.3 Parentally Placed Private School Students

States should include students who were parentally placed in private schools in only a small subset of EDFacts files related to *IDEA* Part B and Title I participation. The specific files are as follows:

**IDEA Part B.** The following files that collect data on *IDEA* Part B include data on children with disabilities (*IDEA*) who have been parentally placed in private schools or facilities:

- N/X089 Children with Disabilities (*IDEA*)—Early Childhood file {DG 613} —This file is used to collect data on children with disabilities (*IDEA*) who are ages 3 through 5 for Table 1 - Child Count, and Table 3 - Educational Placement.
- N/X009 Children with Disabilities (*IDEA*)—Exiting Special Education file {DG85} —This file is used to collect data on children with disabilities (*IDEA*) for Table 4 - Exiting Special Education Programs.

**Title I Participation.** The following file that collects data on Title I can include data on students in private schools if those students receive services under Title I:

- N/X134 Title I Part A Participation file {DG670}—This file is used to collect data on students participating in Title I. These data have been collected through the Consolidated State Performance Report (CSPR) in section 2.1.2.3. - Student Participation in Title I, Part A by Grade Level.

## 4.0 Standard Data Definitions

As part of the drive to streamline data collections across the Department, EDFacts has standardized several definitions used through the EDFacts data groups. Although some of the previous definitions were similar, they were not identical, and states following the reporting requirements for various Program Offices to the letter often were required to classify students differently for different programs. This standardization of data definitions will reduce recordkeeping and reporting burden on the states, ultimately increasing the level of data quality.

This section lists the standards definitions used for EDFacts.

### 4.1 Career and Technical Education (CTE) Concentrators

Some files collect data on career and technical education (CTE) concentrators. When used in EDFacts file specifications, a career and technical education (CTE) concentrator is:

*A student who enrolled in a threshold level of vocational education. The threshold level is defined by the state and includes a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals use to prepare for further education and for careers in current or emerging employment sectors. Most states define a CTE concentrator as a student who has completed three (3) CTE courses, or has completed half (50%) of a sequence of a CTE program.*

### 4.2 Children with Disabilities (IDEA)

Some files collect data on children or students with disabilities as defined by IDEA. In EDFacts, children with disabilities (IDEA) are generally defined as:

*Children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education*

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*Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.<sup>2</sup>*

However, some files include only school-age children, and some files do not include parentally placed children. The definition above is all inclusive. The file specification will indicate the specific group of students to be included.

The category “disability status (*IDEA*)” aggregates the counts by students who meet the definition above and those who do not.

The category “disability status (Only)” includes only students who meet the definition above.

The exception is in the Proficiency Target Status files (N/X109 AMAO Mathematics Status and N/X111 AMAO Reading/Language Arts Status), as explained in these two files, the category “disability status (only)” includes students in the subgroup “children with disabilities” for purposes of accountability determinations. For purposes of accountability determinations, students who were formerly children with disabilities (*IDEA*), but are not currently, can be included for up to 2 years.

### 4.3 Limited English Proficient Students

Some files collect data on limited English proficient (LEP) students (sometimes referred to as English language learners). In *EDFacts*, LEP students are generally defined as follows:

*In coordination with the state’s definition based on Title 9 of ESEA, students:*

- (A) who are ages 3 through 21;*
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;*
- (C ) (who are i, ii, or iii)*
  - (i) who were not born in the United States or whose native languages are languages other than English;*
  - (ii) (who are I and II)*
    - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and*
    - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or*

<sup>2</sup> Definition adapted from PL 108-446, Section 602(3), 34 C.F.R. Part 300.8(a)(1).

- (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and*
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)*
- (i) the ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b)(3);*
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or*
- (iii) the opportunity to participate fully in society.<sup>3</sup>*

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

The category “LEP status (both)” aggregates the counts by students who meet the definition above and those who do not.

The category “LEP status (only)” includes only students who meet the definition above.

There are two exceptions.

First, the definition above is modified for the file N/X078 Academic Achievement in Reading (Language Arts). In that file, “LEP status (only)” does not include recently arrived students who have attended schools in the U.S. fewer than 12 months.

Second, the exception is in the Proficiency Target Status files (N/X109 AMO Mathematics Status and N/X111 AMAO Reading/Language Arts Status). As explained in these two files, the category “LEP status (only)” includes students in the subgroup “limited English proficient students” for purposes of accountability determinations. For purposes of accountability determinations, students who were formerly limited English proficient students, but are not currently, can be included.

<sup>3</sup> Definition adapted from PL 107-110, Title IX, Part A(25).

## 4.4 Migrant

Some files collect data on migrant students.

### 4.4.1 Eligible migrant children

When the phrases “eligible migrant children” or “eligible migrant students” are used, the definition is:

*Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one local education agency (LEA) to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.*

<sup>4</sup>

### 4.4.2 Participating migrant children

When the phrases “participating migrant children” or “participating migrant students” are used, the definition is:

*Children who participate in Migrant Education Programs (MEP) under Title I, Part C, including those served under continuation of services authority.*

## 4.5 Disability Categories Under IDEA

Some files collect data by disability categories under *IDEA*. Below are the definitions of the disability categories.

**Autism**—This refers to a development disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism doesn't apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

<sup>4</sup> Definition adapted from PL 107-110, Title I, Part C and 34 C.F.R 200.31.

**Deaf-blindness**—This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or for children with deafness.

**Developmental delay**—A child with a developmental delay, as defined by the *Individuals with Disabilities Education Act*, is a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Note: A state may only use this disability category for children with disabilities (*IDEA*) ages 3 through 9.

**Emotional disturbance**—This refers to a condition exhibiting one or more of the following characteristics over a long *period* of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance.

**Hearing impairment** —This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

**Mental retardation**—This refers to significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

**Multiple disabilities**—This refers to concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

**Orthopedic impairment**—This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from



other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

**Specific learning disability**—This refers to a disability in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing or motor disabilities, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.

**Speech or language impairment** —This refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**Traumatic brain injury**—This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

**Visual impairment**—This refers to a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**Other health impairment**—This refers to having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.



## 5.0 School Year 2008–09 Files

This section summarizes the files to be submitted for SY 2008–09. A list of files is in the EDEN Submission Plan Workbook. The files are also identified in the data framework and in the EDFacts Data Set Viewer.

### 5.1 Background

The files to be submitted are based on the data groups in the SY 2008–09 EDFacts Data Set. Data groups are assigned IDs between 1 and 999. Files are also assigned IDs between 1 and 999. To differentiate, “DG” is used without the leading zeros for data groups. “N” or “X” or both (“N/X”) is added for files and include the leading zeros. “N” is used for fixed and delimited (non-XML) files, and “X” is used for XML files.

### 5.2 Directory

The first step in submitting files to EDFacts is to submit the directory.<sup>5</sup> Each SEA is required to submit a complete directory file for LEAs and schools. For SY 2008–09, ED plans to obtain Locale (DG17), Congressional District Number (DG13), County Name (DG572), FIPS County Code (DG12), Geographic Location (DG14), DUNS Number (DG6) and Title 1 District Status (DG582) from other federal sources instead of SEAs. Appendix C lists all the directory data groups by the level in the hierarchy that reports it. Section 10 of this workbook provides more information on directory data and submitting directory files.

### 5.3 Relationships Among Files

In EDFacts, the data are organized differently from the organization used in the legacy collections. This subsection explains how certain files (data groups) relate to other files (data groups). This subsection also associates files with ED programs. This subsection is not intended to be a detailed crosswalk between EDFacts and legacy collections. This subsection does not supplant the file specification guidance. Data submitters will need to carefully review the guidance in the individual file specifications before submitting files.

#### 5.3.1 Non-fiscal Common Core of Data (CCD)

The CCD is collected for the National Center for Education Statistics (NCES). Appendix D contains a detailed crosswalk between CCD and EDFacts.

#### 5.3.2 Consolidated State Performance Report (CSPR)

A detailed crosswalk between EDFacts and the CSPR questions for SY 2008–09 will be included in the “Getting Started Guide for the CSPR tool.”

<sup>5</sup> The directory and grades offered files in EDFacts are the same as the “Universe” in CCD.

### 5.3.3 Accountability data

Under *ESEA*, states determine the Adequate Yearly Progress (AYP) status of each LEA and school. The matrix below illustrates the relationship between AYP status and the indicators used to calculate it and EDFacts data groups and files.

AYP status (alternative approach status) N/X103, DG32 (N/X103, DG617)					
Reading/Language arts		Mathematics		Other indicators	
Participation	Proficiency	Participation	Proficiency	Elementary/ secondary	High school graduation rate
N/X110, DG553	N/X111, DG552	N/X108, DG555	N/X109, DG554	N/X106, DG556	N/X107, DG557 or N/X150 and N/X151, DG695 or 697 and DG696 or 698

In addition, Improvement Status for schools (DG34) and LEAs (DG662) are reported in N/X130 *NCLB* Status file. Graduation Rate Tables (DG563) are also reported in N/X041.

### 5.3.4 Assessment data

Under *ESEA*, states assess student performance annually. The matrix below illustrates the relationship between the state assessment data and the EDFacts data groups and files.

Student participation		
Reading/Language arts	Mathematics	Science
N/X081, DG589	N/X081, DG588	N/X081, DG590
Student achievement		
Reading/Language arts	Mathematics	Science
N/X078, DG584	N/X075, DG583	N/X079, DG585

### 5.3.5 Highly qualified teachers (HQT)

Under *ESEA*, core academic subjects must be taught by highly qualified teachers.

Elementary	N/X063, DG381
Secondary	N/X064, DG383

### 5.3.6 Title I, Part A of *ESEA*—Improving basic programs operated by LEAs

As part of the CSPR, ED collects data on participants and staff in Title I, Part A of *ESEA*. Title I, Part A programs can be classified into four types: Public Schoolwide Programs (Public SWP), Public Targeted Assistance Programs (Public TAS), Neglected or Delinquent Programs (N or D) and Services to Children in Private Schools (Private). The matrix below illustrates the relationship between the EDFacts data groups and files and the data collected on participants and staff in Title I, Part A programs.

File #	Data group ID	Data group name	Public SWP	Public TAS	N and D	Private
N/X134	670	Title I Participation Table	X	X	X	X
N/X036	549	Title I TAS Services Tables		X		
N/X037	548	Title I SWP/TAS Participation Tables	X	X		
N/X065	550	Title I TAS Staff Funded (FTE) Table		X		

In addition, the status of a school as Title I (DG22) is reported in N/X129 CCD file. The status of an LEA (school district) as a district that received Title I funds is provided by the states for purposes of the CSPR.

### 5.3.7 Title I, Part C—Migrant students (children) and the Migrant Education Program

Data are collected on students eligible for funding and students served under the migrant student program. Unduplicated counts are also collected by timeframe: 12-months, regular school year and summer/intersession. The best way to understand the data on migrant students is the following matrix:

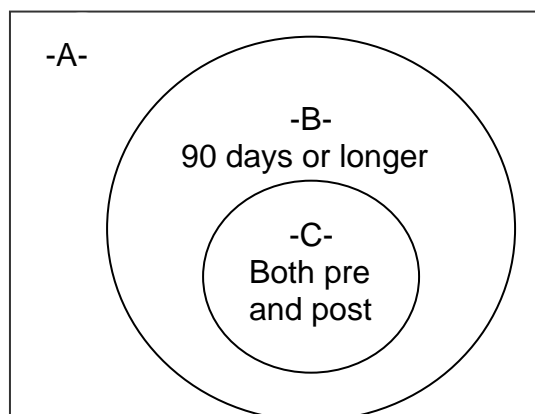
Migrant student group	Reporting period		
	12 months unduplicated	Regular school year	Summer / intersession
Eligible enrolled in public schools		N/X132, DG110	
Eligible for funding purposes	N/X121, DG634 (formerly Count #1 on the Migrant Child Count Report)		
Eligible and served for funding purposes			N/X122, DG635 (formerly Count #2 on the Migrant Child Count Report)
Served (including after period of eligibility expired)	N/X054, DG102	N/X123, DG636	N/X124, DG637
Services to students		N/X145, DG684	

In addition, N/X132 School file collects whether a school consolidated its MEP funds into a SWP (DG514).

MEP staff are collected by headcount (DG625) and FTE (DG515) in N/X065.

### 5.3.8 Title I, Part D—Prevention and intervention programs for children and youth who are neglected, delinquent or at risk

As part of the CSPR, ED collects data on Title I, Part D. The diagram below illustrates the data collected. The table below the diagram explains the relationship of the diagram to EDFacts files and data groups:



Explanation of diagram		Subpart 1		Subpart 2	
A	All N, D or at-risk youth participating	N/X119	DG656	N/X127	DG657
B	Youths who were in programs 90 days or longer	N/X135	DG672	N/X135	DG671
C	Youths who were in programs 90 days or longer AND took both a pre- and post-test	N/X113	DG628	N/X125	DG629

### 5.3.9 Title II, Part D—Enhancing education through technology

The Department is required to report on the performance of Title II, Part D. The following data are used in the performance indicators:

Integrated Technology Status	N/X131	DG524
Personnel Skilled in Technology	N/X071	DG526
Computers	N/X028	DG525
8th-Grade Technology Literacy	N/X117	DG650

### 5.3.10 Title III—English language proficiency

Title III of *ESEA* provides grants for the education of limited English proficient (LEP) students. The best way to understand the data for students who are served by Title III and/or are limited English proficient is to focus on the universe included in each file.

Universe of students who are included	What data are collected about the universe of students included	Reporting period	File #	Data group ID
All students assessed and determined to be LEP	Count of the students who were assessed and determined to be LEP	School year	N/X141	678
	The testing status for the annual assessment on English proficiency of the students in N/X141 who were present during the testing window	Testing window	N/X137	674
	The results of the annual assessment on English proficiency (This is the subset of students in N/X137 who were tested.)	Testing window	N/X139	676
Students enrolled in any program designed for LEP students	Count of students enrolled in a program designed for limited English proficient students	October 1	N/X046	123
Students enrolled in Title III programs	Count of students who are enrolled in a program designed for limited English proficient students that is funded by Title III	School year	N/X116	648
	The testing status for the annual assessment on English proficiency of the students in N/X116 who were present during the testing window	Testing window	N/X138	675
	The results of the annual assessment on English proficiency (This is the subset of students in N/X138 who were tested.)	Testing window	N/X050	151
Monitored former Title III students	Count of the monitored former Title III students who no longer receive services and the results of their content assessment	School year	N/X126	668
Immigrants	Count of immigrant students whether LEP or not	School year	N/X045	519

In addition to data collected on students, N/X067 collects data on teachers in Title III programs (DG422).

Title III data also include the Annual Measurable Achievement Objectives (AMAOs):

AMAO 1 – English Language Proficiency Making Progress	N/X103 Accountability	DG569
AMAO 2 – English Language Proficiency Attainment	N/X103 Accountability	DG518
AMAO 3 – AYP for LEP subgroup (Academic Status)	N/X103 Accountability	ID #688

### 5.3.11 Title IV, Part A—*Safe and Drug-Free Schools and Communities Act*

The Department is required to prepare an annual report to Congress on the *Safe and Drug-Free Schools and Communities Act*. Some of the data for that report come from the following files:

Persistently Dangerous Status	N/X130 School	DG36
Discipline – Incidents	N/X030	DG523
Discipline – Counts of Students	N/X136	DG673
Truants	N/X131 LEA	DG664

### 5.3.12 *Gun-Free Schools Act* report

The Department is required to prepare an annual report to Congress on the *Gun-Free Schools Act*. Some of the data for that report come from the following files:

Filing of <i>GFSA</i> report by LEAs and schools (DG603)		
N/X131 LEA End of SY Status	N/X132 School	

Firearms incidents	
Students involved	Number of incidents
N/X086, DG596	N/X094, DG601

### 5.3.13 Title X, Part C – *McKinney-Vento*—Homeless children and youths

The Department is required to prepare an annual report to Congress on the *McKinney-Vento* grants. Some of the data for that report comes from the following files:

Homeless Students Enrolled	N/X118	DG655
Homeless Served (McKinney-Vento) (This is a subset of the students reported in N/X118.)	N/X043	DG560

### 5.3.14 Rural education

The Department will use the following data to monitor and allocate rural education grants:

REAP-Flex Alternative Funding Status	DG614 in N/X131 LEA
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### 5.3.15 *Individuals with Disabilities Education Act (IDEA)*—Section 618

In the past, *IDEA* Part B data were collected through a legacy collection and reported in tables. Most states have already been approved to submit the *IDEA* Part B data exclusively through EDFacts only. Below is a crosswalk between the EDFacts files and

the *IDEA* tables. After the crosswalk is a written description of the relationship between the EDFacts files and OSEP's legacy data collection tables. Detailed crosswalks for each legacy table data collection table are also included in the relevant file specifications.

<b>IDEA data collection</b>	<b>Legacy collection</b>	<b>EDFacts file</b>	<b>Data group</b>
Child count	Table 1/ Table 3	N/X002	74
Educational environment		N/X089	613
Staffing	Table 2	N/X070	486
		N/X099	609
		N/X112	647
Exiting	Table 4	N/X009	85
Discipline	Table 5	N/X005	512
		N/X006	475
		N/X007	476
		N/X088	598
		N/X143	682
		N/X144	683
Assessment	Table 6	N/X003	447
		N/X004	491
		N/X093	618
		N/X146	689

#### Table 1/Child Count

Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act* (OMB # 1820-0043)

- N/X089 (DG613) is used to submit early childhood (ages 3 through 5) data.
- N/X002 (DG74) is used to submit school-age (ages 6 through 21) data.

#### Table 2/Personnel

Personnel Employed to Provide Special Education and Related Services for Children with Disabilities (OMB #1820-0518)

- N/X070 (DG486) is used to submit data on special education teachers employed or contracted to provide services to children with disabilities (*IDEA*).
- N/X112 (DG647) is used to submit data on paraprofessionals employed or contracted to provide services to children with disabilities (*IDEA*).
- N/X099 (DG609) is used to submit data on related-service personnel employed or contracted to provide services to children with disabilities (*IDEA*).

#### Table 3/FAPE

Part B, *Individuals with Disabilities Education Act* Implementation of FAPE Requirements (OMB # 1820-0517) —The data on educational environments are submitted in the same files as the Table 1/Child Count data.

## Table 4/Exiting

Report of Children with Disabilities Exiting Special Education During the School Year (OMB # 1820-0521)

- N/X009 (DG85) is used to submit all the exiting data.

## Table 5/Discipline

Report of Children with Disabilities Subject to Disciplinary Removal (OMB # 1820-0621).

- N/X088 (DG598) is used to submit number of children with any type of removals by total removal length.
- N/X006 (DG475) is used to submit number of children who had in- or out-of-school suspensions and expulsions.
- N/X005 (DG512) is used to submit number of children who had removals to interim alternative education settings.
- N/X007 (DG476) is used to submit the number of removals of students to interim alternative education settings by school personnel by the reason for the removal.
- N/X143 (DG682) is used to submit the total number of removals.
- N/X144 (DG683) is used to submit data on provision of educational services to students who were expelled.

## Table 6/Assessment

Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment (OMB # 1820-0659). N/X146 is new for SY 2008–09.

- N/X093 (DG618) is used to submit the participation by assessment option.
- N/X004 (DG491) is used to submit the data on students not assessed by the reasons not assessed and students with invalid results.
- N/X003 (DG447) is used to submit the results of the assessments.
- N/X146 (DG689) is used to submit information about the caps on alternate assessments.

### 5.3.16 Perkins—Career and technical education (CTE)

The *Carl D. Perkins Career and Technical Education Act of 2006* has requirements for reporting performance indicators in the Consolidated Annual Report (CAR). The following data are used to collect only a portion of the performance indicators used in that report:

CTE Concentrators Exiting	N/X082	DG521
CTE Concentrators Academic Achievement (Subset of N/X082 who took the state assessment)	N/X142	DG681
CTE Concentrators Graduates (Subset of N/X082 who received a diploma)	N/X083	DG320



In addition, the following data groups were added to the data collection for SY 2008–09 to begin the transformation of the legacy *Perkins* CAR into EDFacts.

Underrepresented gender groups that participate in a program that leads to employment in non-traditional fields	N/X148	DG691
Underrepresented gender groups that complete a program leading to employment in non-traditional fields	N/X149	DG692

### 5.3.17 Financial

Under the *General Education Provisions Act*, Section 424 (*GEPA*), ED is required to prepare a biennial report for Congress on the distribution of funds by SEAs to LEAs and other agencies and institutions under any federal education program administered by the state. In addition, financial data collected will be used to monitor flexibility in *ESEA* to transfer funds. Some of the data for these purposes come from the following EDFacts file:

Funding Allocations	N/X035	DG547
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In addition, two financial data groups were added for SY 2008–09 to allow the continued transformation of the legacy CSPP into EDFacts.

Schools Receiving School Improvement Funds	N/X132	DG693
Funding for School Improvement	N/X132	DG694

### 5.3.18 Other

The following data groups are also collected and used by all Program Offices.

- School Poverty Percentage—N/X132, DG31
- School Totals—N/X131, DG454

## 5.4 Changes to EDFacts Data Set From SY 2007–08

From one year to the next, data groups may be added or dropped from the EDFacts data collection for numerous reasons, primarily due to changes in program reporting requirements. The following sections describe data groups that have been added or removed from the EDFacts data collection effort for SY 2008–09.

### 5.4.1 Data groups added for SY 2008–09

The table below lists the data groups added to the EDFacts collection for SY 2008–09:

Data groups added for SY 2008–09				
Data group #	Data group name	Steward	Reporting level	File spec number
686	Corrective Actions Table	OESE	LEA, state	N/X152
687	Restructuring Action Table	OESE	LEA, state	N/X153
688	AMAO III AYP for LEP	OELA	LEA, state	N/X103
689	Children with Disabilities ( <i>IDEA</i> )	OSERS/OSEP	LEA, state	N/X146

Data groups added for SY 2008–09				
Data group #	Data group name	Steward	Reporting level	File spec number
	Alternate Assessment Caps Table			
691	CTE Participants Non-Traditional Fields Table	OVAE	LEA, state	N/X148
692	CTE Concentrators Non-Traditional FieldsTable	OVAE	LEA, state	N/X149
693	School Improvement Funds Status	OESE	School	N/X132
694	School Improvement Funds Allocation Table	OESE	School	N/X132

#### 5.4.2 Data groups dropped from SY 2007–08 to SY 2008–09

The following is a list of data groups that were included in the SY 2007–08 *EDFacts* data set and were removed from the *EDFacts* collection for SY 2008–09:

Data groups dropped for SY 2008–09				
Data group #	Data group name	Steward	Reporting level	File spec number
272	LEP Assessed in Native Languages Table	OELA	LEA, state	N/X049
677	LEP Recent Arrivals Table	OELA	LEA, state	
685	Average Daily Attendance (Rural)	OESE	LEA	
663	Transfer Funds	OESE	LEA	N/X120

Note: Two of the data groups listed in the table above were approved for collection, but were not collected for SY 2007–08. These data groups have no associated file specification number.

## 6.0 The SY 2008–09 Submission Plan

All states submitted SY 2008–09 Submission Plans in November 2008. Final regulations published in February 2007 require states to submit all EDFacts files for SY 2008–09. In order to meet reporting requirements of the Program Offices that collect their data through EDFacts, states must submit data by ED’s first planned usage date indicated in the submission plan templates. During 2009, ED will begin running submission reports against ED usage dates. Appendix G contains a list of the files by due date (ED first planned usage date).

## 7.0 Submission Process

This section summarizes the process for submitting files through ESS to EDFacts:

1. Submit the directory.
2. Gather the data.
3. Create the files.
4. Check the files.
5. Submit the files.
6. Correct format and validation errors and address reasonability warnings.
7. Monitor progress.

This section also provides information on what to do with large files and what happens to files that have high error rates.

### 7.1 Submitting the Directory

The directory is the cornerstone of EDEN submissions. An accurate directory record must exist in EDEN for every school and LEA prior to submitting any other data. If a directory does not exist, all other EDEN data submissions for that educational entity will fail. Therefore, the LEA and school directory files must be the first files submitted for each school year. The directory SEA file must only be submitted if the SEA directory data changed. Section 10 “Directory Files” describes the directory.

### 7.2 Gather the Data

Based on the Submission Plan, the SEA submitter will be assigned one or more files to submit. The SEA submitter should read the file/XML specification for those files as outlined in section 9.0 “File/XML specifications.” The SEA submitter may need to review the “Guidance” and “Requirements for Submitting This File” sections of each file/XML specification with the Program Office owner or steward of the data in the state.

After confirming the source of the data, the submitter should decide if a staging database is necessary. In some database systems, creating views or queries is sufficient to pull the data together for a file. In other cases, the data are pulled from the system and put into a staging database to organize the data in order to create the file. The best way to stage data is in a relational database. Excel or another spreadsheet application can be used to gather and stage the necessary data. However, the submitter should use caution when using Excel or other spreadsheet applications for the staging database. If the cell formats are not set to “Text,” Excel will remove the leading zeros when the files are saved. If the leading zeros are omitted in a field, the files may generate error messages when they are uploaded to ESS.

In the staging database, each row of data represents a record in the data section of a non-XML file or one TABLETYPE object for XML files. For example, when student membership is submitted, a row of data in the staging database is created for each grade level, race/ethnicity and sex combination. Consequently, there is a row for first-

grade Asian males, a row for first-grade Asian females, a row for first-grade American Indian males, a row for first-grade American Indian females, etc. These rows convert to records in the data section of the non-XML file and to TABLETYPE objects for XML files.

The data in the staging database or staging view/query should have the layout described in the Data Record Definition section of the non-XML file specification document or objects for XML files.

While it is easier to review data when they are grouped by education unit, the ESS does not require a specific order to the records submitted, and subtotals and totals do not need to be contiguous to the detailed data. Once a file is transmitted, ESS sorts the file by the identifiers to match the total records with the education units. However, if a file is split (see section 7.3.2), all data records for an education unit must be in the same file.

For some files, records for counts of zero are required. Submitting the count of zero allows the data to be distinguished from missing or not collected data. For example, in the membership file at the school level, if a school with seventh-grade enrollment has no seventh-grade American Indian male children, the school file must still include a row for this category with a count of zero. However, if the school does not have a seventh grade, then all the rows of data associated with the seventh grade can be omitted. Because the guidance varies by file, it is important to read section 2.0 of the file specifications to understand how to report zero and missing counts.

## 7.3 Create the File

After the SEA submitter gathers the data, he or she creates the file. Section 8.0 “EDFacts Files” contains detailed information about creating files in the file formats accepted by EDEN.

While the ESS can handle very large files, bottlenecks in local internet bandwidth can cause problems for submitting large files. There are two solutions to these bottlenecks:

1. Compress large files.
2. Split large files.

### 7.3.1 Compress large files

File compression reduces the size of data in order to save space or transmission time. The ESS recognizes files compressed with the Zip data compression algorithm. The ESS will accept a Zip file and automatically extract (i.e., decompress) the file.

Plain text files, like EDFacts submission files, benefit most from Zip compression. File size reductions of 50 to 95% are common with text files. There are a variety of commercial or free file compression utilities that create Zip files.

Zip-compressed files must have the .zip extension when transmitted to the ESS. The file name in the Header Record (or FILETRANSMIT object if XML) must have the extension appropriate for the format of the uncompressed file.

### 7.3.2 Split large files

If compression is insufficient or not available, a second option for avoiding bottlenecks is to split large files into smaller files. A file must be split at an education unit boundary—the data records for a single education unit must not be split between files. For example, an SEA may submit two files with school-level membership data, perhaps one with one school to test the format and a second file with all the other schools. The system will combine the data from the two files. However, the system cannot combine a file that contains some of the membership data for a school and a second file that contains the rest of the membership data for that same school. The second file's data for the school will overwrite the data from the first file for that school. For example, if the first file submitted contains membership data of a school for grades K through three and a second file contains membership data for that same school for grades four through six, the data in the second file will replace the data in the first file. In this example, only the data on grades four through six from the second file will move to the database for that school.

Each of the split files must be properly formatted according to the file/XML specification.

- Each file must have a unique File ID and File Name.
- Each non-XML file must have a Header Record with the correct record count for the individual file.
- Each XML file must be a valid XML document with valid FILETRANSMISSION start and end tags.

We recommend splitting the file if it is larger than the following thresholds:

- XML files—120MB unzipped
- Non-XML files—250MB unzipped

## 7.4 Check the File

Before the file is submitted through the ESS, the file should be reviewed. Section 8.1 “EDFacts File Formats” contains specific rules for each type of file format. The file should also be checked for the following:

**Header Record**—The file name in the Header Record should be the same as the external file name. The Transmittal Status Report displays the file name from the Header Record, not the external file name. Using the same name in both locations ensures that the file can be readily and correctly identified when technical support is needed.

**FIPS/ZIP Codes**—FIPS and ZIP Codes are string fields, not numeric fields. Therefore, states with FIPS codes from 1 through 9 and ZIP Codes that start with zero must include the leading zeros. Appendix E lists FIPS codes for each state.

**SEA, LEA and school IDs**—SEA, LEA and School IDs, both NCES and state, are string fields, not numeric fields. Therefore, if leading zeros are part of the ID, they must be used. An error will occur if IDs do not match exactly, e.g., an NCES ID number

submitted as 749 but the actual NCES ID is 00749. Where leading zeros are meaningful, such as in NCES IDs, you must include the leading zeros. For fixed format files, you should also fill string fields with trailing blanks.

**Percentages**—Fields that contain percentages must be reported as decimals in the format 5,4; meaning there are five total digits with four of those digits after the decimal point. Ninety-five percent is then represented as “0.9500.”

**Subtotals and totals of education units**<sup>6</sup>—Subtotals and totals of education units must be equal to or greater than the sum of their parts. If the subtotal or total of the education unit is less than the sum of its parts, an error is identified.

**File type**—The contents of the file type field in the Header Record and in the File Transmit XML object must be in ALL CAPS. The ESS is set up for an exact match of file type that is case-sensitive. If a match isn't found, the file will receive a format error.

**Field length**—The field length cannot exceed the length specified in the non-XML file specification regardless of type of file (XML, comma-delimited, tab-delimited, or fixed). One method for checking the length of each field in a delimited file is to open the file in Excel and use the length function the application provides. Instructions on how to use this function are as follows:

1. Choose an empty field or create a new column to hold the result of the function.
2. Type “=LEN(CELL)” into the formula bar above the spreadsheet, where CELL is the target cell whose length you want to count. This cell should now contain the total number of characters in the target cell.
3. To have this formula work for every cell in the target cell's column, select the cell containing the LEN formula and copy it. Next, select the result cell's entire column and choose the paste command to have the formula apply to every cell in that column.
4. Each cell in the target cell's column should now have a corresponding cell that contains the target cell's number of characters. You can now sort the spreadsheet by this column to see if any of the counts exceed the maximum length of the field as defined in the file specification.

#### 7.4.1 Completeness of the File – All the data for an education unit

Files do not need to contain all the schools and LEAs, but each file must contain all of the data records for a specific education unit. Subsequent submissions for a specific education unit overwrite previous submissions of that file type for that same education unit. For example, submitting Grade Level Membership counts for an LEA in one transmittal file followed by the Third Grade Membership counts for the same LEA in another transmittal file will result in the Grade Level counts in transmittal #1 being over-

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<sup>6</sup> Beginning in SY 2008–09, the phrase “Total of the Education Unit” replaced the phrase “Grand Total.” The phrase “Grand Total” was misleading because it did not refer to the total for the entire file submission. Rather it referred to the submission total for a specific education unit.



written by the Grade Level counts in transmittal #2 for that LEA. As a consequence, the EDFacts database will only have third-grade membership data.

#### **7.4.2 Completeness of the file—All the education units**

When you re-submit a file to EDEN, only the education units in that file are updated. For example, if your original submission contained 100 schools' worth of data, and your second submission contains data for 90 of those schools, only the data for those 90 schools are updated. The data for the remaining 10 schools are left unchanged in the EDEN database.

The benefit of this is that you can make corrections to the data of individual schools or LEAs without having to submit the data for all of them. For example, if after submitting your LEA membership file you discover that you forgot to include a district in your file, all you need to do is submit a file that contains just the data for that one district.

One consequence of this system behavior is that one file submission may not completely overwrite a previous submission. If you discover that you submitted data for a school that should not have been submitted at all, you cannot correct this by leaving that school out of your next submission. When you leave the school out, the system does not make any updates to the data for the school that is already in the database.

If data submitted to EDEN need to be revised, you can make the revisions by simply re-submitting the data for that school or LEA. On the other hand, if you discover that data submitted to EDEN should not have been submitted in the first place, you will not be able to correct this through a file submission.

### **7.5 Submit the File**

Once the SEA submitter has gathered the data and formatted the files to match the file/XML specifications, the SEA submitter logs in to the EDEN Portal to submit the data to ESS. SEA submitters will receive an acknowledgment for receipt of files and messages that request actions on the part of the SEA. The ESS User Guide explains in detail how to submit files to ESS.

Performance testing of the ESS demonstrated that the ESS successfully processes directory files as large as 300 megabytes. However, the EDEN Portal is a shared environment where processing resources are often used by more than one SEA. Resource sharing can result in slow system performance. SEAs can use several strategies to improve performance. Rather than creating many files and submitting them in batch, SEAs should submit files as soon as they are created. SEAs should also try submitting files outside the peak time of 8 AM to 5 PM Eastern Time. For example, files can be submitted during the weekend. Saturday is a better option than Sunday, because on most Sundays the system is down for some period of time for routine maintenance.

When a file is transmitted, the ESS generates an e-mail to the SEA submitter acknowledging receipt of the file. The SEA submitter also receives messages from the ESS when the file:



- has processed successfully
- is a duplicate of the most recent transmittal file or
- has errors

Specific error messages are not provided in the e-mail but are available in reports in ESS.

## 7.6 Correct Format Errors

Format edits are the first edits performed when the file is submitted to ESS. A format edit is a check that determines whether the data are in the correct file format. Format errors are the most serious error type and prevent any further processing of the file. File processing stops when the first format error is detected. This error must be corrected with a resubmission before the file will be processed further.

Conditions that cause format errors include, but are not limited to:

- Absence of a Header Record
- An improperly formatted Header Record
- An invalid file type specified in the Header Record
- Absence of a Carriage Return/Line Feed (CRLF) at the end of a record
- Invalid record length
- An invalid file format or extension (.txt, .csv or .tab) specified in the file name in the Header Record
- A comma- or tab-delimited file that is improperly delimited (i.e., absence of a comma or tab between fields)
- Improperly formatted XML
- Invalid XML tags
- XML tags in a different order than specified in the schema

An End-of-File (EOF) character causes the system to search for a new record/file and will result in a format error. Do not mark the end of the file with an EOF character. The last record on the file should end with CRLF, the same as every other record on file.

The format error that caused the system to stop processing the file is reported in the Format Error Report. The *Business Rules* document contains all of the format edits in ESS.

## 7.7 Correct Validation Errors

Validation edits are performed once there are no format errors. These edits take place while the file is still in ESS. A validation edit is a check that determines whether values in each field are valid. A value that fails the edit check is always incorrect. Unlike format errors, file processing continues after a validation error is identified. Unless the file contains more than 1,000 validation errors, all validation errors are identified when the

file is processed.<sup>7</sup> A file with validation errors will not be transferred to the staging database. The SEA must correct the validation errors and resubmit the entire file before processing will continue. When a file passes all validation edits, the file is transferred to the staging database.

Examples of conditions that will cause validation errors include, but are not limited to

- The file is missing one or more mandatory data groups (i.e., Agency Name or Address Line 1 in the Directory file).
- A post office box is specified in a Location Address line.
- A required count is blank or invalid.
- A numeric field contains non-numeric characters.
- An invalid Permitted Value is used.
- A required subtotal or total record is missing.
- A subtotal or total record is less than the sum of its parts.

The Validation Error Report identifies the edits that failed and prevented the file from being transferred to the staging database. The *Business Rules* document contains all of the validation edits in ESS.

## 7.8 Address Submission Errors

Submission edits take place in the staging database. A submission edit compares the values entered in a field with other values in the same file or across files to determine whether the value is reasonable. If a discrepancy is found (e.g., a value falls outside of the acceptable range), a submission error or warning is issued. As with validation edits, the system can detect up to 1,000 submission errors before file processing stops.

Submission discrepancies reported on the Submission Error Report are categorized as errors (urgent) or warnings (less urgent), depending on their level of significance and the level of urgency with which corrections need to be made.

Errors must be corrected with a resubmission. Once the error is corrected, it will no longer appear on the error report. If the data flagged as in error are actually correct, then the SEA submitter should contact the PSC to have a support representative bypass the edit for the state.

Warnings occur when data appear to be unusual or unexpected. States should review the data to determine if the data are accurate. If the data are incorrect, they should be corrected with a resubmission. If the data are correct, ED recommends that states use the explanation field of the data record to explain the data and what was done to verify that they are correct. Please note that even after explanations are provided, the warning will remain on the report.

<sup>7</sup> File processing stops once the error threshold of 1,000 errors is reached for a transmittal. For example, if an inappropriate string is included in every record in a file, the processing will stop after 1,000 errors are identified. In this situation, not all errors are identified during processing.

Many of the submission edit checks in *EDFacts* are byproducts of the CCD-*EDFacts* merger project. These edits mimic match and edit checks formerly conducted by CCD. Submission errors that take the place of CCD's match edit checks are considered critical in nature and, therefore, must be corrected to ensure that data are accurate.

Other submission edits are from the transformation of the *IDEA* Section 618 tables into *EDFacts*. Additional submission edits will be added in the future.

The Submission Error Report and the Match Error Report identify all submission errors and warnings generated by the file. The Business Rules Document contains all the submission edits in ESS.

## 7.9 Monitor Progress

*EDFacts* Coordinators can track their state's overall progress toward meeting their Submission Plans using the State Plan Execution Reports in *EDFacts*. *EDFacts* Coordinators should update the Submission Plan if delays or other problems are identified.

In addition to the State Plan Execution Reports, ESS displays four reports that can also be used to monitor progress:

- **Transmittal Status Report**—This report updates to reflect the “real time” status of every file submitted by the SEA.
- **Submission Error Report**—These reports reflect all submission discrepancies by education level identified by ESS when comparing submitted data within and across files.
- **Match Error Report**—This report reflects discrepancies identified by ESS when comparing state and NCES IDs and operational statuses submitted on the Directory file to the Directory data for the previous school year.
- **Submission Progress Report**—This report reflects the last action taken by the SEA or ED with regard to a specific submission type.

Detailed information about these reports is available in the *EDEN Submission System User Guide*.

## 8.0 EDFacts Files

This section describes the four file formats that are accepted by ESS and how these files are created.

### 8.1 EDFacts File Formats

The four file formats accepted by ESS are:

- Fixed
- Comma-delimited
- Tab-delimited
- eXtensible Markup Language or XML<sup>8</sup>

#### 8.1.1 Fixed format

In a fixed-format file, each data element in both the Header Record and Data Record has a predefined length (e.g., 15 characters) and a beginning position within the record. Thus, the software knows exactly where to find each individual data element/field (including filler fields) within the record.<sup>9</sup> When entering the specific data into the file, all fields must be filled, beginning in the Start position, even if most of the positions are blank. The suffix for fixed-format files is **.txt**.

The following rules apply to fixed-format files submitted to ESS.

- File extensions must be “.txt.”
- CRLF must immediately follow the last field in each record.
- Filler fields must be blank.
- Numeric fields must not contain commas.
- String fields must be left justified and filled with trailing blanks.
- Numeric fields (total records in file in the header record, file record number in the data record and the "count" in the data record) can be either right or left justified.

#### 8.1.2 Comma-delimited file format

The comma-delimited file format is similar to the fixed format for order, record definitions and comments; however, rather than being a fixed length of characters, each field is only as long as it needs to be to hold the data (no trailing blanks) and is separated from the next field by a comma. In instances where strings contain commas (,), there is the potential for causing incorrect processing, so use fixed or tab-delimited files when commas are included in the data. The suffix for the comma-separated file format is **.csv**.

<sup>8</sup> Appendix F provides a discussion of XML and the advantages of reporting using that format.

<sup>9</sup> In the file specifications, the term data element is used to refer to data fields. The use of the term field is more generic and can be interpreted to refer to data elements.

The following rules apply to comma-delimited files submitted to ESS.

- File extension must be “.csv.”
- Carriage Return/Line Feed (CRLF) must immediately follow the last field in each record.
- Filler fields must be blank.
- All fields, except for the last field in a record, must be followed by a comma. This includes filler fields and fields with no value,
- For valued fields, the comma should immediately follow the permitted value.
- For fields with no value, only the comma is entered. When the last field in a data record layout is filler, the data will look like the record ends in a comma, but that comma represents the blank filler field.
- A comma indicating the end of the last data field in the Header Record or Data Record should not be used.
- Data values (text or numeric) must not contain commas within the field.
- Fields cannot exceed the maximum length.

Because embedded commas in string fields are problematic, ED recommends states use the tab-delimited rather than comma-delimited file format. Note that using quotes/double quotes to imbed commas in a comma-delimited format does not work in MS SQL Server.

### 8.1.3 Tab-delimited file format

The tab-delimited file format is also similar to the fixed format for order, record definitions and comments; however, rather than being a fixed length of characters, each field is only as long as it needs to be to hold the data (no trailing blanks) and is separated by a tab character. The suffix for tab-delimited file formats is **.tab**.

The following rules apply to tab-delimited files submitted to ESS:

- File extension must be “.tab.”
- CRLF must immediately follow the last field in each record.
- Filler fields must be blank.
- All fields, except for the last field in a record, must be designated by a tab character. This includes filler fields and fields with no value.
- For fields that contain a value, the tab should immediately follow the data value.
- For fields with no value, only the tab is entered. When the last field in a data record layout is filler, the data will look like the record ends in a tab, but that tab represents the blank filler field.

- A tab indicating the end of the last data field in the Header Record or Data Record must not be used.
- Data values must NOT be enclosed in double quotes. Double quotes within a field will cause a Format Error.
- Numeric fields must not contain commas.
- Fields cannot exceed the maximum length.

#### 8.1.4 XML files

XML files are described in appendix F. In addition to the XML specifications, SEA submitters will need the XML schemas and the non-XML file specification for the allowable field length. XML style sheets are also available. The suffix for the XML file format is **.xml**.

The following rules apply to XML files submitted to ESS:

- File extension must be “.xml.”
- XML tags must comply with the XML schemas.
- XML tags must be in the order specified in the schema.
- Numeric data should not contain commas.

## 8.2 Creating Files

This section describes the processes for creating non-XML and XML files. There are two versions of each file specification. One specification provides the specifics on submitting the fixed, comma-delimited and tab-delimited files (non-XML files) and the other provides information about submitting XML files.

### 8.2.1 Creating non-XML files

Within each non-XML file (fixed, comma-delimited and tab-delimited formats), there is a header record and the data section. The header record is the first record in every file and provides information about the file type, file name, file identifier, file reporting period, and number of data records in the file. Because the header record includes a count of data records, it is often added to the file after the data section is compiled. In the header record, the field length of the total records in the file data element is 10. Within the data section, the field length of the file record number data element is also 10.<sup>10</sup>

The data section of the file immediately follows the header record and consists of lines of plain text. Data records provide counts for the specified categories as well as subtotals and grand totals. The only real difference between the data sections for the three non-XML file formats used by ESS is how the border between the data elements

<sup>10</sup> Prior to SY 2007–08, the field length for the record number data element was 6.

is defined. The delimited file formats (comma and tab) use a comma or tab to define the fields. The fixed format uses a fixed location to define the fields.

To create a non-XML file, copy or export the data from the staging area to a text file. The process used to copy or export is dependent on the application used for staging and is beyond the scope of this workbook. The copy or export process will also determine which non-XML format to use.

The fields included in the data section and their order and structure should match the description in the relevant data record definition section of the file specification. Make sure all the “filler” fields are present.

Fields that are defined in the file specification as “Number” can contain values with leading zeros or without leading zeros. Additionally, when submitting fixed-format files, “Number” fields can be either right or left justified. The fields defined as “Number” fields are: “Total Records in File” in the Header, “File Record Number” in the Data Record, and the “Count” fields in the Data Record, e.g., Teacher Count, Student Count.

If the copy or export process included a row with the field names at the top of the file, delete that line.

Once the data section is created, add the Header Record to the top of the file. The Header Record must adhere to the description of the header record definition provided in the relevant file specification.

### **8.2.2 Creating XML files**

XML files have the advantage over non-XML files of being both human and computer readable. It is the Department’s position that it may be easier for a person to spot an error in the XML file than it is to spot errors in a non-XML file. Most modern database systems have tools for generating XML.

There are two approaches to making XML submissions. The basic approach essentially duplicates the non-XML file format creating a TABLETYPE object to hold the data record. The modified approach takes advantage of the power of XML schemas for data validation. Currently, if you are using the validation schema approach, an additional file transformation step is required. Regardless of which approach is used, keep in mind that XML is case sensitive.

#### **8.2.2.1 Using the basic approach**

The basic approach is the file format defined in the XML specifications. The formats for files that are tables, that is, they have more than one record per education unit, all have a similar XML definition. There is an AGENCY element for each education unit—SEA, LEA or school. The table data for a row are contained in a <TABLETYPE> element. Each data category is defined by a <CATEGORY> element. The <TABLETYPE> and <CATEGORY> elements have attributes to clarify what they contain.



LEA	Grade level	Race/ethnicity	Sex (membership)	Amount
1234567	01	AS	M	26
1234567	01	AS	F	28

Example: If the table above contains a portion of the LEA membership data for a state, the comparable section of an original approach XML file looks like:

```
<AGENCY FIPSTATECODE="99" STATEAGENCYIDNUMBER="01"
  STATELEAIDNUMBER="1234567">
  <TABLETYPE TYPEABBRV="MEMBER" TOTALINDICATOR="N">
    <CATEGORY TYPE="GRADELVMEM" VALUE="01"/>
    <CATEGORY TYPE="RACEETHNICITY" VALUE="AS"/>
    <CATEGORY TYPE="SEX" VALUE="M"/>
    <AMOUNT>26</AMOUNT>
  </TABLETYPE>
  <TABLETYPE TYPEABBRV="MEMBER" TOTALINDICATOR="N">
    <CATEGORY TYPE="GRADELVMEM" VALUE="01"/>
    <CATEGORY TYPE="RACEETHNICITY" VALUE="AS"/>
    <CATEGORY TYPE="SEX" VALUE="F" />
    <AMOUNT>28</AMOUNT>
  </TABLETYPE>
  ...
</AGENCY>
```

### 8.2.2.2 Using the validation schemas approach

With the validation schemas approach, a special file, called an XML schema, defines the legal contents of an XML file. Each of the submission files has its own validation schema. A schema defines the valid structure for a file, the valid element names, order, format, legal code values, numeric value ranges, etc. Most format and validation errors can be identified by validating an XML file prior to submission.

Using the validation schema format, the section of the membership file shown above for the original approach will look like:

```
<Agency>
  <StateAgencyIdNumber>01</StateAgencyIdNumber>
  <StateLeaIdNumber>1234567</StateLeaIdNumber>
  <Membership>
    <Grade>01</Grade>
    <RaceEthnicity>AS</RaceEthnicity>
    <Sex>M</Sex>
    <TotalIndicator>N</TotalIndicator>
    <Amount>26</Amount>
  </Membership>
  <Membership>
    <Grade>01</Grade>
    <RaceEthnicity>AS</RaceEthnicity>
    <Sex>F</Sex>
    <TotalIndicator>N</TotalIndicator>
    <Amount>28</Amount>
  </Membership>
</Agency>
```



An advantage of using validation schemas is that the schema knows that a <Membership> element should contain <Grade>, <RaceEthnicity>, <Sex>, <TotalIndicator> and <Amount> elements. It validates that they are present and in that order. It validates that “01”, “AS”, and “M” are legal content for the respective elements. It validates that TotalIndicator must be “N” for this combination of elements. It ensures that Amount is an integer.

An XML schema could be use with the original layout to verify that the <TABLETYPE> element contains some number of <CATEGORY> elements and an <AMOUNT> element. However, unlike the modified approach, such a schema cannot verify that the right combination of <TYPE>s are used or validate that the VALUE=“01” is valid when TYPE=“GRADELVMEM”.

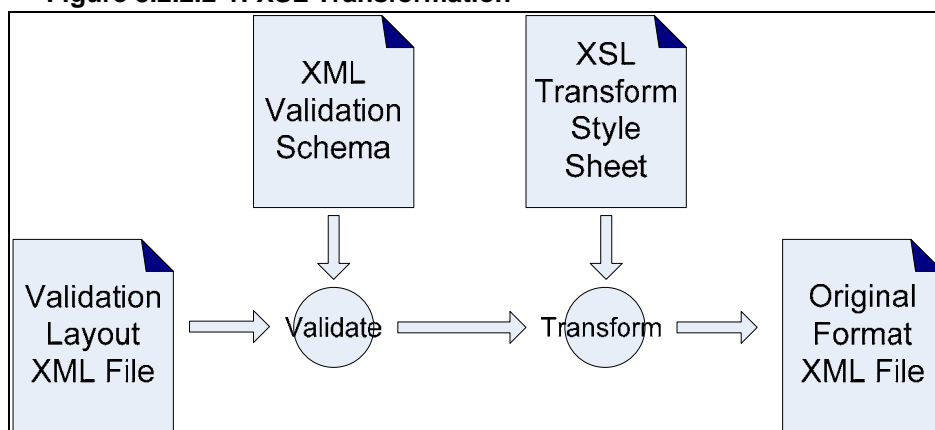
Another advantage of the validation schema format is that these formats were designed to make the XML file easier to generate from the common database applications.

Currently, in order for the data to be accepted by ESS, XML transform technology must be used to convert the validated XML file to the XML structure of the original approach—the data remain the same, but the tagging and structure of the file are modified to the format accepted by the ESS. The XML transform technology requires a style sheet (a special type of XML file) to do the transformation.

The XSL Transform process moves data from one XML representation into another XML representation. The transformation processor only needs a special XML file, called an XSL Transform Style Sheet, containing the transformation rules.

Thus, a full-featured XML schema can be defined specifically for each file submission. States can create files to be validated by the “validation schemas.” An XSL Transformation can convert the file into the format accepted by the ESS. This is shown diagrammatically below.

**Figure 8.2.2.2-1: XSL Transformation**



Eventually, the ESS will be modified to perform the Transform. At that time, the “validation format” files will be accepted directly by the ESS.

Validation Schemas and XSL Transform documents are available for each of the File Submissions. These are specific to both the file type and level. That is, there is a validation schema and XSL transform for the SEA-level membership file and a separate set for the LEA-level membership file.

A variety of commercial and free tools are available for editing, validating and transforming XML files. Both the validation schemas and the transformation style sheets are posted with the file/XML specifications.

A basic discussion of XML can be found in appendix F.

## 9.0 File/XML Specifications

The purpose of this section is to explain how the file/XML specifications are organized so that the user can interpret the information correctly. This guidance applies specifically to the SY 2006–07, SY 2007–08 and SY 2008–09 file specifications.

For each file, two specification documents are available—one for XML files and the other for non-XML (fixed-format, comma-delimited and tab-delimited) files. File/XML specification documents contain descriptions of the relevant data groups, permitted values and record layouts that must be used to submit the files. XML specification names begin with an “X” prefix and a three-digit number. Non-XML specification names begin with an “N” prefix and the same three-digit number as their XML counterpart. The only exception to this is N039 Grades Offered, which does not have an XML counterpart.<sup>11</sup> For XML files, the grades offered data are combined with the directory data and are described in the X029 Directory XML specifications.

### 9.1 Organization of the File/XML Specifications

Separate versions of each file specification are created for each version of ESS. In some cases, updated versions are also created to correct errors in the file specifications. Version 2.0 and subsequent updates (i.e., 2.1, 2.2, etc.) are used to build files for SY 2005–06.<sup>12</sup> Version 3.0 and any updates are used to build files for SY 2006–07. Version 4.0 and any updates are used to build files for SY 2007–08. Version 5.0 and any updates are used to build files for SY 2008–09. The most recent updates for each version of the file specifications are on the EDFacts Web site, [www.ed.gov/edfacts](http://www.ed.gov/edfacts).

Each file/XML specification document for SY 2008–09 is organized as follows.<sup>13</sup>

Section	Title and Description
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1.0	<b>Purpose</b>
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	This section gives the name(s) and identification number(s) of the data groups included in this submission file. As appropriate, it also references the legal citation justifying the data collection or the name of the legacy data collection that the EDFacts data group replaces.
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<sup>11</sup> Because of its importance as the first file states must submit, beginning in SY 2008–09 the file N/X029 Directory was renamed Directory - N/X029. This name ensures that the Directory specification appears first in the list of file specifications.

<sup>12</sup> Version 1.0 and subsequent updates (i.e., 1.1, 1.2, etc.) were used to build files for SY 2003–04 and SY 2004–05. SY 2003–04 and SY 2004–05 are disabled and are no longer collected by ESS. SY 2005–06 will be disabled in early 2009.

<sup>13</sup> N/X029 (Directory) and 039 (Grades Offered) specifications for SY 2008–09 have additional guidance for users as they prepare these files. The general layout is similar to document structure described in section 9.1 of this document; however, additional sections are interspersed wherever greater detail was deemed to be potentially beneficial.

Questions about the meaning of the data being collected can often be answered by the data framework (see appendix A) or looking up the data group name or number in the EDFacts Data Set Viewer available from PSC. See the *EDEN Submission System User Guide* for guidance on using the data framework.

### **1.1 Changes From the SY 2007–08 File/XML Specification**

This section describes any changes made to this file/XML specification from the prior year.

### **1.2 Requirements for Submitting Data Groups**

The requirements section describes the level (SEA, LEA, school) at which the files are to be created and submitted. This section also contains information about whether the data apply to all schools and LEAs or only a subset. For example, graduation data are submitted only for schools and LEAs that have 12th grade.

## **2.0 Guidance for Submitting File<sup>14</sup>**

This section provides guidance on any special considerations or clarifications necessary for the file to be submitted. The SEA submitter should review this section with the Program Office data steward.

### **2.1 Definitions**

If applicable, a subsection of definitions is provided.

## **3.0 File Naming Convention<sup>15</sup>**

This section describes the convention for naming the files to be uploaded to ESS. For each file/XML specification document, this section is customized for the portion of the name that varies according to the file being submitted.

### **3.1 Population Status/XML Specification Headings<sup>16</sup>**

In the non-XML specifications, this section is labeled Population Status and explains how to read the column in sections 4.0, 5.0, and 6.0. The “Pop” column is used to clarify when a field is mandatory, optional or is required in accordance with table 1.2-1.

In the XML specifications, this section is labeled Specification Headings and includes a headings and codes table. This section details the Char

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<sup>14</sup> File/XML specification documents for SY 2006–07 Guidance for submitting file are in section 3.

<sup>15</sup> File/XML specification documents for SY 2006–07 File naming convention are in section 2.

<sup>16</sup> This information was in section 3 for SY 2006–07 file specifications.

(characteristics) column of the EDEN XML Format Codes described further in table 9.6-1 below.

#### **4.0, 5.0, 6.0 SEA, LEA and/or School File Descriptions**

These section(s) each describe one level of a file—SEA, LEA or school—as appropriate for the file being described. The organization of these chapters is identical.

For the non-XML specifications, these chapters document the Header Record, then the Data Record and end with partial examples of fixed-, comma- and tab-delimited layouts.

XML files are composed of a hierarchy of XML objects. The sections of the File Description chapters in the XML specifications define the XML objects beginning with the innermost object and working out to the root FILETRANSMIT object.

#### **Appendix**

A few file/XML specification documents have an appendix when additional clarifying information is necessary (see for example the Directory File/XML specifications N029/X029).

### **9.2 Single vs. Multiple Data Group Files**

The structure of the files can be generalized into two types based on whether they report multiple data groups or a single data group.

Many of the data groups consist of a single item, count, flag or characteristic per education unit. Examples of these are Address Mailing (data group 8), Title I School Status (data group 22), School Poverty Percentage (data group 31) and School Totals (data group 454). These are often gathered with similar data groups in a file that has a single record per education unit but multiple data groups per record. Files of this type are mostly confined to the directory and status files.

The majority of the files collect a single data group, but that data group consists of a table or tables of multiple records per education unit. These data groups may contain multiple levels of aggregation and categorical reporting. For example, the LEA level membership file collects for each LEA

- Membership counts by each grade level by racial ethnic group by sex
- Subtotal counts of membership by grade level by racial ethnic group
- Subtotal counts of membership by grade level by sex.
- Subtotal counts of membership by racial ethnic group by sex
- Subtotal counts of membership by grade level
- A membership count total of the education unit

The LEA Membership file (N/X052) collects just this one data group, but that consists of 18 records per grade level per LEA (10 detail and 8 subtotal records) plus an additional 11 records per LEA (10 subtotal and 1 record for the total of the education unit).

Section 1.0 “Purpose” in the file/XML specification identifies the number and type of data groups collected in each file.

### 9.3 Data Requirement Matrix

For the single data group files (the files that contain tables), Section 1.2 “Requirements for submitting this data group” of the file/XML specification contains the data requirements matrix. This matrix describes which data categories are being collected and how the counts are to be aggregated. It also indicates which records are considered subtotals of others in the submission and whether the submission should have a grand total for each education unit.

The data requirements matrix from the Membership file (file/XML specification 52) is shown below.

**Example Table 1.2-1: Membership Table, Required Categories and Applicable Totals**

Category set	Table name	Grade level (membership)	Race / ethnicity	Sex (membership)	Total indicator	Comments
<b>Category Set A</b>	<b>MEMBER</b>	X	X	X	N	Enrollment by Grade Level (Membership), Racial Ethnic and Sex (Membership)
<b>Subtotal 1</b>	<b>MEMBER</b>	X	X		Y	Subtotal by Grade Level (Membership) and Racial Ethnic
<b>Subtotal 2</b>	<b>MEMBER</b>	X		X	Y	Subtotal by Grade Level (Membership) and Sex (Membership)
<b>Subtotal 3</b>	<b>MEMBER</b>		X	X	Y	Subtotal by Racial Ethnic and Sex (Membership)
<b>Subtotal 4</b>	<b>MEMBER</b>	X			Y	Subtotal by Grade Level (Membership)
<b>Total of the Education Unit</b>	<b>MEMBER</b>				Y	Total of the Education Unit

Each row in the matrix defines a set of rows to be submitted in the file. The first row in the example indicates membership must be reported by grade level, racial ethnic group and sex (i.e., fifth-grade Asian males). The second row indicates a membership subtotal reported by grade level and race/ethnicity (i.e., fifth-grade Asians).

The “N” under Total Indicator on row one of the data requirements matrix indicates that this is the lowest level of detail EDFacts will collect. A state may have summarized

individual records to get this, but for EDFacts purposes, this is neither a subtotal nor a total of an education unit but a detail record.

The “Y” on row 2 indicates that EDFacts considers this record to be a subtotal or total of an education unit of the detail records that are reported in the line 1 data records in this example. While processing the file, ESS will sum the detail data by grade level and racial ethnic. Any amount reported in the second set of data records must be greater than or equal to the calculated detail total. That is, the reported total third-grade Hispanics from the second data set must be greater than or equal to the sum of all the third-grade Hispanics (male and female) reported in the detail data.

The data requirements matrix shows which records are considered detail (total indicator = N) and which records are considered subtotals or totals of education units of those details (total indicator = Y). Subtotal records contain one or more categories. Records that show the total of an education unit never contain categories.

## 9.4 File Naming Convention

States submit many files. Using a standard naming convention simplifies the process of identifying

- The contents of the file
- The file type
- The level of the file (i.e., SEA, LEA, or school)
- The submitting state

Each file name is limited to 25 characters (including the file extension). The format is:

**ss/levFILETYPESvvvvvvv.ext**

The elements of the file name are as follows:

<b>ss</b>	=	the 2-character USPS State Code value (see appendix E)
<b>lev</b>	=	the 3-character file level as follows: <ul style="list-style-type: none"> <li>• For SEA files, specify <b>SEA</b></li> <li>• For LEA files, specify <b>LEA</b></li> <li>• For school files, specify <b>SCH</b></li> </ul>
<b>FILETYPES</b>	=	the 9-character file name abbreviation. (For example, the file name abbreviation for directory Files is DIRECTORY.) See the <i>EDEN Submission System User Guide</i> for a complete list of file name abbreviations. The file name abbreviation is also noted in each file/XML specification in section 3.0
<b>vvvvvvv</b>	=	any combination of up to 7 characters as specified by the SEA (when a file is split into multiple files as discussed in workbook section 7.3.2, this portion of the file name should differentiate among the multiple files)

- .ext** = the file extension as follows:
- For fixed-format files, specify **.txt**
  - For comma-delimited files, specify **.csv**
  - For tab-delimited files, specify **.tab**
  - For eXtensible Markup Language (XML) files, specify **.xml**

## Examples

Example of fixed-format SEA directory information file name for the state of Euphoria (EU) using version numbering as the final seven characters:

EUSEADIRECTORYVer0001.txt

Example of comma-delimited LEA directory information file name for the state of Euphoria (EU) using a full date/version combination as the final seven characters:

EULEADIRECTORY110305A.csv

Example of tab-delimited school directory information file name for the state of Euphoria (EU) using a month/day/version combination as the final seven characters:

EUSCHDIRECTORY1213V01.tab

Example of an XML school directory information file name for the state of Euphoria (EU) using the file creator's initials, date and version as the final seven characters:

EUSCHDIRECTORYsk0214a.xml

## 9.5 Non-XML File Description

Sections 4, 5 and/or 6 of the file/XML specifications each describe the layout for a specific file reporting level—SEA, LEA and/or school. All three sections are present when all three file levels are to be reported. Only sections 4 and 5 are present if data are only to be reported for SEA and LEA or for only LEA and school.

For non-XML files, sections 4.1, 5.1 and/or 6.1 define the Header Record layout. Sections 4.2, 5.2 and/or 6.2 define the contents and layout of the data records. Sections 4.3, 5.3 and/or 6.3 show partial example files for their respective file levels.

### 9.5.1 Header Record description

The Header Record is the first record in every non-XML file. The Header Record provides information as to the file type, number of data records in the file, file name, file identifier and file reporting period.

The structure of the Header Record is essentially the same for all files. It is made up of



- **File Type**—Defines the type of file being submitted. This is a text string up to 50 characters long and must match the permitted value specified in the file specification.
- **Record Count**—The total number of records in the data section. Do not count the header record. Because the number of data records must be known to complete this portion of the header record, the header record is often created and added after the data section is created.
- **File Name**—The name of the file uploaded to the ESS, including the file extension. If the file was zipped prior to submission, this should be the uncompressed file name and extension. The file name should follow the file-naming convention defined above. The Transmittal Status Report displays the name contained in the header record, not the external file name. For this reason, it is important that the name stored in the header record match the actual name of the file. Using the same file name in both locations ensures that the file can be readily and correctly identified when technical support is needed. Multiple transmittal files of the same type of file should each have a unique file name.
- **File Identifier**—This is a text string up to 32 characters long that uniquely identifies or describes the file. It can be simply a repeat of the file name, or it can further identify the file for SEA purposes. Additional information might include the creation date, file creator, version number, a brief description of the data on the file, etc. The file identifier is also shown on the Transmittal Status Report page of the ESS. Since this column can be sorted, starting the file identifier with a creator User ID can make it easy for multiple submitters to locate and track the status of their submissions.
- **File Reporting Period**—This is the academic school year for which the data are being reported. The required format is either “CCYY-CCYY” or CCYY CCYY.” The proper format for the 2008–09 school year would be either “2008-2009” or “2008 2009.”
- **Filler**—The filler field is blank. The purpose of the filler field at the end of the header record is to make it the same overall length as the detail record.

### 9.5.2 Data records description

The data records immediately follow the header records and provide detail data as well as subtotals and totals of education units. Each record appears on its own line in the file, and each ends with a CRLF.

The data section of the file is described in a table. An example is shown below.

Data element name	Start position	Length	Type	Pop	Definition/comments	Permitted values
File record number	1	10	Number	M	A sequential number assigned by the state that is unique to each row entry within the file.	
<b>ID 559</b> FIPS state code	7	2	String	M	The 2-digit Federal Information Processing Standards (FIPS) for the state, District of Columbia and the possessions and freely associated areas of the United States (i.e., Puerto Rico).	For a list of valid FIPS state codes, refer to the EDFacts Workbook.
... (rows omitted)	...	...	...	...	...	...
Table Name	45	20	String	M	The official student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or students whose membership is reported by another school or LEA.	<b>MEMBER</b>
... (rows omitted)	...	...	...	...	...	...
Sex (membership)	95	15	String	A	The concept describing the biological traits that distinguish the males and females of a species.	<b>M</b> = Male <b>F</b> = Female <b>MISSING</b>
... (rows omitted)	...	...	...	...	...	...
Explanation	111	200	String	O	Submitted files will be processed....	
Student count	311	10	Number	M	If the count provided is either a subtotal or a total of an education unit, it must be equal to or greater than the sum of its parts.	
Carriage return/line feed (CRLF)	321	1		M		

The columns in this table are:

- **Data Element Name**—The name of the data in each field
- **Start Position**—For a fixed-format file, the text character position in which the data should begin. In this sample, the file record number starts in character position 1 and ends in character position 6. The FIPS state code must be in character positions 7 and 8. This information is not used for comma- or tab-delimited files.
- **Length**—The maximum number of characters allowed for this field. Many fields will be shorter than the maximum, but the maximum length of a field applies to all files regardless of the type (.txt, .csv, .tab, or .xml).
- **Type**—The type of data, text string or numbers, that will be entered in the field
- **Pop<sup>17</sup> (Population status)**—The population status indicates when the field must be populated. The following population statuses are used:
  - M - Mandatory, this field must always be populated.
  - A - This field is populated in accordance with file specification table 1.2-1.
  - O - Optional, data in this field are optional.
- **Definition/Comments**—The definition of the data group in each field. This information should be used in concert with section 2.0 (Guidance) in the file specification.
- **Permitted values**—The range of values that are allowed for the field. In the example, for this file the Table Name must be the text string “MEMBER.” The category Sex (Membership) can have one of three values: “M,” “F,” “MISSING.”

For every non-XML file except the directory files, the first five fields in the data records are the same. They are:

- **File Record Number**—A number that uniquely identifies each data row in the file submission. Typically these are simply the sequential row number.
- **FIPS State Code**—The two-digit FIPS for the state, District of Columbia and the possessions and freely associated areas of the United States (i.e., Puerto Rico)
- **State Education Agency Number**—The state agency number for all SEAs is “01.”
- **State LEA Identifier**—The identifier assigned to an LEA by the SEA. Also known as State LEA ID. This ID is a required field in LEA- and school-level files. For SEA-level files, a blank filler field is located in this position. An LEA directory record must exist with a matching state LEA ID.

<sup>17</sup> Previously, this column was “Mandatory/Optional.” For the initial versions of the SY 2006–07 file specifications, this column was “(M)andatory/(O)ptional.” The column had either an M or an O. The M indicated that the field must always be populated. The O indicated either that the field was populated in accordance with table 1.2-1 or was optional.

- **State School Identifier**—The identifier assigned to a school by the SEA. Also known as state school identification number. This ID is a required field in school-level files. For SEA- and LEA-level files, a blank filler field is located in this position. A school directory record must exist with a matching SEA, LEA and school ID.

The remaining fields of the data record contain the data specific to the file.

### 9.5.3 Example layouts

Following the data record definition section for each level, the file specifications include partial sample layouts for that level. The fixed format is shown first followed by sample comma-delimited and tab-delimited files.

## 9.6 XML File Descriptions

Sections 4, 5 and/or 6 of the XML specifications each describe the layout for a specific file reporting level—SEA, LEA and/or school.

Each XML document has a FILETRANSMISSION at its root. The FILETRANSMISSION object contains an AGENCY object for each of the education units in the file. For the single data group files, multiple TABLETYPE objects hold each of the data records within the AGENCY object. A CATEGORY object defines each of the category sets for the data record.

Sections 4, 5 and/or 6 have subsections that describe these XML objects, starting with the most internal object and ending with the FILETRANSMISSION object.

Included for each XML object are the following XML characteristics:

- Element—name of the XML element tag
- Attribute—name of the XML attribute tag
- Category value—name of the category
- Char—the XML element or attribute characteristic
- Definition/comments—definition and additional comments related to formats or other business rules
- Permitted values—the range of values allowed for the field

The Char (characteristics) column in the XML format matrices accepts the following codes:

**Table 9.6-1: EDEN XML Format Codes**

Code	Characteristic
M	Mandatory Element/Attribute
O	Optional
C	Conditionally Required
MR	Mandatory and Repeatable Element
OR	Optional and Repeatable Element
CR	Conditional and Repeatable Element

### 9.6.1 File transmission XML object

Each XML file has a FILETRANSMISSION object at its root. The FILETRANSMISSION object has attributes holding the file type, file ID and school year. These are the same as those in the non-XML header record.

The FILETRANSMISSION object contains AGENCY elements that hold the data for each of the education units in the submission.

### 9.6.2 Agency XML object

The AGENCY objects contain the data for all the education units in the submission. An AGENCY object has attributes for the FIPS state code and state agency number ('01' for all SEAs). For an LEA-level file, the AGENCY object has an attribute for the state LEA ID. For a school-level file, the AGENCY object has an attribute for the state LEA ID and one for the state school ID.

All of the data for an education unit are in elements within the AGENCY object. There is one AGENCY object for each education unit in the file.

If the file is a single data group file, the individual records are stored in TABLETYPE objects. If the file is a multiple data group file, the data are contained in a series of elements and attributes defined specifically for the data groups.

### 9.6.3 Table type XML object

The TABLETYPE object stores the data from the data requirements matrix (table 1.2-1 in section 1.2) for single data group files. It has attributes for the table type and the total indicator flag. The category information is stored in a series of CATEGORY tags with the respective count in an AMOUNT element.

### 9.6.4 Category XML object

The CATEGORY object has two attributes: a TYPE attribute that names the category set and a VALUE attribute to store the category set code value.

## 10.0 Directory Files

This section describes the directory used in *EDFacts* and the file used to submit directory records. It also discusses changes to the directory. This section is intended to provide a basic outline of the directory in *EDFacts* and does not substitute for reading the directory file/XML specification when building and submitting directory files.

### 10.1 Hierarchy

*EDFacts* maintains a three-tier directory of education units in each of the 50 states, the District of Columbia, Puerto Rico, the outlying areas (i.e., American Samoa, Guam, Northern Marianas and the Virgin Islands), Bureau of Indian Education and Department of Defense schools. The three tiers are, from highest to lowest:

- (1) State Education Agency (SEA)
- (2) Local Education Agency (LEA), referred to as “agency” in NCES’ CCD
- (3) School

In this simplified, three-tier hierarchy, one or more schools are under the jurisdiction of an LEA, and all LEAs in the state are under the jurisdiction of the SEA. In some states, there are schools that do not fit into the EDEN three-tier system because they are not under the jurisdiction of a Type 1 or 2 agency. For example, these include state schools, youth facilities and correctional institutions. States can accommodate this by creating a virtual LEA that contains some or all of these additional schools. States should contact the PSC to determine if this solution is appropriate for the state’s specific situation. All uses of virtual LEAs should be documented in the metadata.

#### 10.1.1 State education agency (SEA)

An SEA is the agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction, including the setting of standards for instructional programs. The SEA is the state agency that administers federal grant programs under the *Elementary and Secondary Education Act*.

#### 10.1.2 Local education agency (LEA)

Most LEAs are governmental administrative units at the local level that operate schools or contract for educational services. These units may or may not be coterminous with county, city or town boundaries. In addition to these traditional school districts, LEAs include:

- a) State-operated agencies that provide instruction or education support services for students in any of grades prekindergarten through 12 or ungraded. This may include, but is not limited to, the SEA; state departments of corrections, health and human services, juvenile justice and other state agencies; the governor’s office; and the State Board of Education. SEAs should not report agencies operated by the Department of Defense Education Authority or the Bureau of Indian Education.

- b) County or city governments that operate schools when these agencies perform the function of an LEA.
- c) Agencies operating schools that provide instruction to grades in addition to prekindergarten through 12 or ungraded. For example, a local authority administering both community colleges and vocational-technical schools that serve students in grades 10 through 12 or a board responsible for laboratory schools in universities.
- d) Agencies administering charter schools—Charter schools under the authority of the school district in which they are situated are reported with that school district. Charter schools administered by some agency other than a school district are reported with that administering agency; for example, State Board of Charter Schools, State Charter School Licensing Authority, Board of Regents, etc.
- e) Separate charter schools—Charter schools that are not under the authority of any agency are reported as their own education agencies because every school in the CCD universe must have an associated education agency. In these instances, the charter school is included in the hierarchy twice: once as an LEA and once as a school.
- f) Agencies that do not operate schools—Report supervisory unions and education service agencies that provide services but do not operate schools. For example, supervisory unions (typically found in New England) provide administrative services for multiple school districts. Education service agencies usually provide administrative, professional development, research and evaluation or data processing services to multiple districts or may employ instructional staff that provides services in multiple districts. An example of this type of agency would be an education service agency that contracts to provide special education teachers and student support staff to several districts. In addition to supervisory unions, Regional Education Service Agencies (RESA) and Boards of Cooperative Education Services (BOCES) fall into this category.
- g) LEAs that “tuition out” their students—Report agencies that are responsible for providing education to students residing within their boundaries even if the agency sends all of its students to other agencies or to private schools for their education; for example, a small township that finds it more feasible to send its students to a neighboring LEA than to operate schools itself.

The inclusion of LEAs that are not traditional school districts results in directory records for some LEAs that do not report students.

An appendix to the Directory file specification contains a chart that can be used to determine the type of LEA.



### 10.1.3 School

A school (for the purpose of EDFacts) is an institution that provides educational services and

- Has one or more grade groups (prekindergarten through 12) or is ungraded
- Has one or more teachers
- Is located in one or more buildings
- Has assigned administrator(s)
- Receives public funds as its primary support and
- Is operated by an education agency

For purposes of this definition, “public funds” include federal, state and local public funds. “Located in a building” does not preclude virtual schools since the administrators and teachers are located in a building somewhere. An “education agency” is not limited to the SEA or LEA, but can include other agencies (e.g., corrections or health and human services) charged with providing public education services. In addition to what is traditionally considered a public school, schools include:

- a) Schools that have grades in addition to prekindergarten through 12 and ungraded, if one or more of grades kindergarten through 12 are included.  
*Example:* Report a Vocational-Technical Center that offers grades 11, 12 and a postsecondary Associate’s Degree (sometimes considered grades 13 and 14).  
*Exception:* Do not report postsecondary schools that offer prekindergarten services only; for example, a community college that includes a daycare center.
- b) Schools that do not have students and staff because they are temporarily not in operation (but are expected to be in operation within 2 years). *Example:* Report schools that are closed for renovations and future schools. Report schools that have no students simply because there are no students that year (e.g., a “one-room schoolhouse” without students that year).
- c) Schools that do not report students and/or staff because these are included in the data for some other school of record. *Example:* Report a Vocational-Technical Center that serves multiple high schools even if students attending the Vocational-Technical Center are included in the membership counts for these other high schools.
- d) Charter schools. These operate under a public charter with public funds and are public schools. Report charter schools regardless of what agency administers them.
- e) Schools operated by agencies other than an LEA. Schools that fall within the definition of a school should be reported regardless of the agency responsible for them. This includes, but is not limited to, state-operated schools such as those operated by the SEA, corrections, health and human services, juvenile justice,



other state agencies, the governor's office or the State Board of Education.

*Exception:* Schools under the administration of the Bureau of Indian Education and the Department of Defense Education Authority are reported by these agencies. These schools are not reported by the SEA of the state in which the school is located.

- f) Schools that share the same campus or building, if they have separate administrators. *Example:* a single building with a principal for grades prekindergarten through 7 and a principal for grades 8 through 12 would be reported as two schools. Note that cases in which programs are spread across several buildings or campuses are reported as a single school if they are under the direction of a single administrator (principal or equivalent).
- g) Virtual schools. Although students are not physically present, there is a physical facility associated with the transmission of courses.

## 10.2 Directory Data

For each education unit, a directory record is maintained that includes unique identifiers (i.e., name, identification numbers, location), contact information (i.e., addresses, phone number, Web site) and descriptive information (i.e., education type, operational status).

States must submit a complete LEA and school directory each school year. State agency (SEA) information does not need to be submitted each school year. Updates to the state agency directory file can be processed on an as-needed basis.

Appendix C includes a chart showing all the directory data by the level in the hierarchy that reports it. While not a part of the directory, the grades-offered data should be maintained in conjunction with the directory data.

### 10.2.1 Unique identifiers

Each education unit has two IDs: NCES and state identifier. These IDs are used as the primary identifiers in EDFacts. A state ID is always required for an LEA or school. If an NCES ID was assigned in a previous year, that ID is also required or the file will be in error. IDs are string-type and not number-type data elements. EDFacts considers "01" and "1" to be different IDs. Therefore, SEA submitters must be careful to maintain leading zeros in IDs.

In addition, the identification numbers are used to link the education units to each other in the hierarchy. For example, the record for a school includes the identification number of the LEA to which the school belongs.

The primary identifiers are used in combination with the education unit name and addresses to identify duplicates. It is imperative that each education unit be included only once in the database. For SY 2008–09, additional edits on directory data have been added to prevent duplications and assist with issuing NCES IDs to new LEAs and schools.

The directory allows changes to a state ID through the use of a new state identifier and a prior state identifier. EDFacts associates the institution to the new state identifier as of the supplied effective date.

Each version of the directory specification identifies the SY to be included in the header. The SY specified in the header of the file will be used to determine which SY the changes and additions are processed against. Regardless of any effective dates specified in the submitted file, a directory file will only affect data for the SY specified in the header. For example, submitting a change using a SY 2007–08 (i.e., version 4.x) directory file will only affect data for SY 2007–08. To make the same change in a different SY requires that the change be submitted in a file specifically for that SY.

### 10.2.2 Contact information

Basic contact information (address, telephone number and Web site) is also included in the directory for each education unit. Both mailing and location addresses are requested. As noted above, addresses are used to identify duplicates. Addresses are also used to obtain locale codes from the U.S. Bureau of the Census.

### 10.2.3 Descriptive data

The directory also includes descriptive data. The most important descriptive data are operational statuses.

- **Operational status**—EDFacts provides data for the CCD, including the LEA and school universes for the pertinent school year. A critical field in each universe is the operational status of the schools or districts. There are different permitted values for schools and LEAs.

When states add a school or district, they must report the operational status as “NEW,” “ADDED” or “FUTURE” as appropriate.

Note that inactive, closed, future and shared-time schools are not expected to report students or AYP status.

### 10.2.4 Grades offered

Grades offered is part of the directory. For XML files, grades-offered data are submitted with directory data. For non-XML files, grades-offered data are submitted as a separate file (N039). Grades-offered records must exist for any LEA or school that has students enrolled. While it is expected that membership counts will be provided for any grade offered, it is understood that an exact match may not occur in all instances. In some instances, a grade offered may not have membership counts. However, if membership data are submitted for a grade, that grade must exist in grades offered for that education unit. If an LEA has no students in any grade, only the applicable directory data and a single record for grades offered needs to be submitted to indicate there are no grades offered. Indicate no grades offered using the permitted value “NoGrades.” No membership or other student-related data should be submitted for an education unit that has no students.

### 10.3 Directory Files

The directory file/XML specification contains detailed information on submitting directory records. This section summarizes the overall policies for directory files; however, because it is only a summary, consult the Directory file specification for complete instructions on how to submit directory files.

#### 10.3.1 School-year specific

Because the directory data are school-year specific, the directory data from SY 2007–08 will not roll over to SY 2008–09. SEAs need to submit all LEAs and schools at the beginning of each school year. To assist you, PSC can provide an extract of your previous school year directory on request.

#### 10.3.2 Requirement for directory records

Directory files for LEAs and schools must be submitted before any other file groups are submitted for districts and schools.

- A school (SCH) directory record will not be accepted until the LEA directory record associated with that school is in the system.
- A membership record (or any other non-directory file) for a school will not be accepted unless a record for that school (SCH) exists in the directory file.
- When supervisory unions are reported, a new supervisory union must be submitted in one file, and the institutions that are part of that supervisory union must be submitted in a subsequent file.

Since acceptance of all other files is dependent upon having complete directory data for every education unit, the SEA should confirm that all directory data are complete and accurate before continuing with other types of file submissions.

#### 10.3.3 Closing of LEAs and schools

LEAs and schools are not deleted from the SY directory when they close. Instead, the operational status changes from OPEN to CLOSED through the directory file. LEAs and schools that close need to be submitted as CLOSED only once either during or at the beginning of a school year. The LEA or school may be closed mid-year by a directory submission, and no additional record needs to be submitted for that school or LEA in subsequent school years.

For example, a school that is open at the beginning of SY 2008–09 closes permanently in February 2009. The state should submit a SY 2008–09 directory record for that school with an updated status and effective date. If the LEA or school is not closing permanently, but is expected to reopen in the future, the status should be Inactive.

#### 10.3.4 Changing the directory for a prior year

Each year NCES “locks” the directory for the CCD collection. While SEAs can make changes to the directory in ESS after the directory is “locked” for CCD, those changes will not affect CCD and could have unanticipated consequences. As a result, SEAs

need to inform PSC in advance of making changes to a prior year directory. If you want to better understand the impact of your prior year submission update, contact PSC.

### **10.3.5 Duplicate LEAs and schools**

The following are leading causes of duplicate LEAs and schools:

- Adding or removing leading zeros in state IDs and NCES IDs—Please be careful when you submit IDs with leading zeros.
- Submitting an incorrect NCES ID with an updated state ID—Please validate IDs

## 11.0 Metadata

Metadata are items of information collected to explain other data and are essential for the analysis and reporting of certain data in EDFacts. For example, to report state assessment data accurately, ED needs metadata to crosswalk how state performance levels map to the proficiency levels used for accountability.

In 2008–09, ED will unveil the *EDFacts Metadata and Process System (EMAPS)*. The *EMAPS* tool will provide an easy method for states to report and maintain metadata. The first metadata collection through *EMAPS* will begin in February 2009 for racial and ethnic data; states will enter which school year they plan to switch from reporting five to reporting seven racial and ethnic permitted values. Additional metadata items will be collected through *EMAPS* after the launch of the racial and ethnic metadata collection.

Examples of metadata items that may be collected, through *EMAPS* or legacy methods, to explain the data include state definitions, state policies (such as official school year and count dates), assessment metadata (such as performance levels and testing accommodations), graduation rate calculations, and accountability metadata.

## 12.0 Transformations of Legacy Collections

This section describes current status of the of legacy collections transformations into *EDFacts*.

### 12.1 Non-Fiscal Common Core of Data (CCD)

To streamline and simplify data submission processes for the states, the NCES CCD non-fiscal survey was incorporated into *EDFacts*. School year 2006–07 was the first year of a 2-year transformation. During that year, data were submitted through *EDFacts*, while ID generation and edit checks were conducted by the CCD system. Match and edit reports generated by the CCD system were available through *EDFacts*. Beginning in SY 2007–08, as part of the process of accepting CCD data from the states, *EDFacts* assumed responsibility for assigning new NCES IDs and conducting the edit checks. The match and edit report generation functions were transferred to *EDFacts* as well. During the SY 2007–08 collection, the CCD system connectivity with *EDFacts* remained intact to allow SEAs to finish submitting their SY 2006–07 data and to allow NCES to continue to conduct its edits in parallel with *EDFacts* to validate the enforcement of the edits by *EDFacts*.

For SY 2008–09 and beyond, *EDFacts* will collect the CCD non-fiscal data, generate the NCES IDs and conduct the match and other edit checks. *EDFacts* will forward all CCD data submitted by the states to NCES to continue creating the public CCD files and other publications.

More details on the process for SY 2008–09 and future school years are provided in the sections below, including a list of the CCD-related files to be submitted.

#### 12.1.1 Process for Submitting CCD Non-Fiscal Files

The following is the process for SY 2008–09 and future school years.

- SEAs submit files according to the submission calendar provided in section 2.2.<sup>18</sup>
- SEAs begin by submitting the directory file. *EDFacts* will assign NCES IDs to new education units. *EDFacts* will also apply the edits related to the directory data. The results of these edits will be displayed on the match report. SEAs must fix all errors on these reports before *EDFacts* will produce the edit report, which includes the results of the edits on non-directory data.
- Once the match reports are cleared, *EDFacts* will produce the edit report. Edits that rely on prior-year data will use the SY 2007–08 data in *EDFacts*. If the final data for SY 2007–08 were changed by NCES instead of the SEA resubmitting the data through *EDFacts*, the data used in the comparison will not be the CCD's final data. Data are not “pushed” back from NCES into *EDFacts*.

<sup>18</sup> Prior to integration with *EDFacts*, the CCD non-fiscal files were submitted annually. *EDFacts* files are submitted in collection periods as explained in section 2.2.

- Match reports and edits for the early files must be finished by May 2009. Edits for the remaining files must be finished by February 2010.
- SEAs (both EDFacts and CCD coordinators) should contact the EDFacts PSC with any questions or concerns about the directory process or with suggestions for improvements.

## 12.2 Consolidated State Performance Report (CSPR)

ED collects the CSPR through a Web-based submission tool that shares an opening Web page with ESS. For SY 2008–09, the Department plans to maximize the use of data from ESS for numeric values to answer questions in the CSPR. There are still a number of narrative and a few numeric questions that will require manual input by the state.

The Department expects to collect data for the SY 2008–09 CSPR according to a schedule similar to the SY 2007–08 collection.

## 12.3 *Individuals with Disabilities Education Act (IDEA) Section 618 Reporting*

ED is continuing the transformation of the Section 618 data collection from the previous legacy system (DANS) to EDFacts. ED is collecting metadata related to the *IDEA* collections that inform data reviewers about data that are not applicable to a specific state. The data in ESS are transferred to DANS for the Office of Special Education Programs (OSEP) analyses and monitoring purposes. OSEP may contact your state for clarification of data accuracy even after your data have been successfully submitted through ESS.

A majority of states are already approved to submit *IDEA* data exclusively through EDFacts. See section 5.3.15 for the list of data groups and files submitted for this legacy collection.

The SY 2008–09 SEA data reporting deadlines are:

February 1, 2009—Child count & Educational environments

November 1, 2009—Exiting  
—Staffing  
—Discipline

February 1, 2010—Assessment

States unable to submit all required data elements (e.g., LEP status) cannot participate in the congruency analyses process and will be unable to become EDFacts-only for the particular *IDEA* submission.



States are also required to submit Annual Performance Report (APR) data to OSEP, under Section 616 of *IDEA*. A few of the performance indicators required to be reported in the APR are also contained in the Section 618 collections (i.e., participation and performance of children with disabilities (IDEA) on statewide assessments, educational environments for early childhood age (preschool)). The analyses of APR data are used by OSEP in determining a state's implementation of *IDEA*. Of particular relevance is Performance Indicator 20 which requires "state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate".

*IDEA* data edits are included in the ESS.

## **12.4 Gun-Free Schools Act Report**

ED is also transitioning the *Gun Free Schools Act (GFSA)* data collection to *EDFacts*. The *GFSA* collection collects statistical data about gun incidents and about reporting by LEAs and schools to the SEA on gun incidents that can be submitted through *EDFacts*. See section 5.3.12 for a list of the data groups and files submitted for this legacy collection.

In addition, there are questions that require text responses. States will be instructed on how to provide these text responses.

## **12.5 Charter School Program Reporting**

SEAs can receive grants from the Department to establish charter schools. SEAs report to the Department through the CSP Awards Database the name, state and NCES identification numbers and addresses of charter schools that receive subgrants under this program. *EDFacts* is then used by the Program Office to obtain the demographic and reporting data for those schools for reports to Congress and others.

To ensure accurate data, SEAs will be sent a report on the tracing of the schools from the CSP Awards Database to *EDFacts*. SEAs will need to reconcile any operational schools reported in the CSP Awards Database that were not traced to *EDFacts*.

## **12.6 Career and Technical Education (CTE)**

ED is also in the process of transitioning only the secondary CTE data required to be reported in the CAR under the *Carl D. Perkins Act*. Under the *Perkins Act*, SEAs are required to submit data on both secondary students engaged in CTE and postsecondary students. See section 5.3.16 for the list of data groups and files submitted for this legacy collection.



## 13.0 Data Usage

This section describes several data collections that use data submitted by SEAs through the ESS. Because ESS data are used by these data collections, EDFacts Coordinators are sometimes asked to explain EDFacts to LEAs. For more information about any of these collections, contact PSC

### 13.1 Migrant Student Exchange System (MSIX)

MSIX is the technology that allows states to share educational and health information about migrant children who travel from state to state and who, as a result, have student records in multiple states' information systems. Because the directory data in EDFacts is the Department's master reference of LEAs and schools, these data are used in MSIX. The directory data cannot be updated through MSIX. Updates to the directory data on LEAs and schools must be updated in EDFacts and then transferred to MSIX

### 13.2 Electronic Application System for Indian Education (EASIE)

EASIE is an annual ancillary EDFacts data collection that allows LEAs and tribes to apply for funds under the Title VII Indian Education Formula Grant Program. LEA enrollment is prepopulated with data submitted through the ESS. In addition, when available, proficiency data for Indian students and for all students on state assessments and graduation rate data are also prepopulated from ESS data. Applicants can revise the prepopulated data, but these revisions do not affect ESS data. To be useful in EASIE, state enrollment (membership) data need to be in ESS by mid-December, and proficiency data need to be in ESS by mid-March.

### 13.3 Civil Rights Data Collection (CRDC)

The Civil Rights Data Collection (CRDC) is a biennial survey of a sample of LEAs that gathers data on key education and civil rights issues in our nation's public schools. This survey is usually completed by LEAs, but states can elect to submit the data for their LEAs. The sample is drawn from the CCD data, which were collected via EDFacts. These CCD/EDFacts data are used to prepopulate the school and district directory data in the CRDC. Districts are allowed to make updates/corrections to the directory data in the CRDC (necessary because CRDC uses directory data that are about 18 months old). These changes do **NOT** roll back into EDFacts or CCD.

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## Appendix A: EDFacts Data Framework

This appendix provides an overview of the EDFacts data framework.

The data framework is a conceptual model that is used to define the data requirements for EDFacts. It is the means for describing the data to be collected through EDFacts during the paperwork clearance process. The data framework is also the means to describe data available in EDFacts for analysis and reporting. To help you understand the data framework, this document illustrates the structure, categorization and data exchange of the data group “Membership Table.”

### Structure

A data group is a specific aggregation (i.e., group) of related data that are stored in EDFacts to satisfy the specific information need of one or more ED Program Offices. Information on the structures of data groups is available in the data framework in ESS and in the EDFacts Data Set Viewer.

Every data group has a name, identification number, definition, permitted value or format, reporting period and reporting levels. The basic components of an example data group are

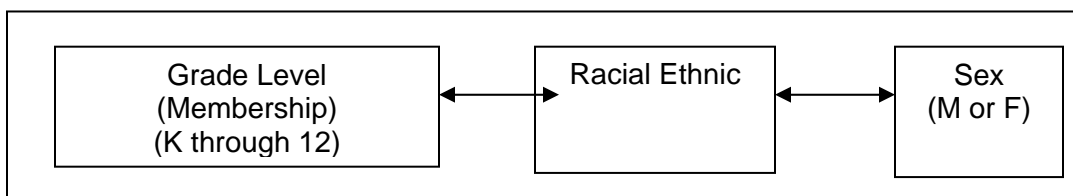
- **Name**—Membership Table
- **ID**—#39
- **Definition**—The official unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or local education agency or students whose membership is reported by another school or LEA
- **Permitted Value or Format**—Integer
- **Reporting Period**—October 1
- **Levels**—State, LEA and school

Some data groups, like the example above, also have category sets. A category set is the grouping that an SEA or other data supplier uses to aggregate data before sending the data to EDFacts. The example data group includes a category set consisting of racial ethnic, sex (membership) and grade level (membership). The category set is illustrated by the following table:

### Membership by Racial Ethnic, by Sex (Membership), and by Grade Level (Membership)

Grade Levels	American Indian/Alaskan Native - Male	American Indian/Alaskan Native - Female	Asian or Pacific Islander - Male	Asian or Pacific Islander - Female	Black (not Hispanic) - Male	Black (not Hispanic) - Female	Hispanic - Male	Hispanic - Female	White (not Hispanic) - Male	White (not Hispanic) - Female
K	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

The category set concept can also be illustrated by the following diagram.



Each grade level (K through 12) is reported by each racial ethnic group at the same time by each sex (male and female). The result if all grade levels are used is 130 numbers (13 grade level permitted values \* 5 racial ethnic permitted values \* 2 sex permitted values).

The Membership Table also includes the following subtotals:

- Subtotal 1— Racial Ethnic, Grade Level (Membership)
- Subtotal 2— Sex (Membership), Grade Level (Membership)
- Subtotal 3—Racial Ethnic, Sex (Membership)
- Subtotal 4—Grade Level (Membership)

The following tables illustrate the concept behind subtotal 1 by “Racial Ethnic. Grade Level (Membership)”. Subtotal 1 combines the columns indicated in the diagram below:

**Subtotal 1 by Racial Ethnic, Grade Level  
(Membership)**

Grade Levels	American Indian/Alaska Native - Male	American Indian/Alaska Native - Female	Asian or Pacific Islander - Male	Asian or Pacific Islander - Female	Black (not Hispanic) - Male	Black (not Hispanic) - Female	Hispanic - Male	Hispanic - Female	White (not Hispanic) - Male	White (not Hispanic) - Female
K	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

The combined columns create the gray columns below. The gray columns below are subtotal 1. (AM = American Indian/Alaska Native, AS = Asian or Pacific Islander, M = Male, and F = Female).

**Subtotal – Grade Level (Membership), Racial Ethnic**

Grade Level	AM M	AM F	Total AM	AS M	AS F	Total AS	
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

The Membership Table Data Group also includes a total of an education unit. The total of an education unit is the gray box illustrated by the following diagram.

Grand Total - Membership										
Grade Level	Racial/Ethnic By Sex									Total
Total										Grand Total

## Categorization

Data categorization is done by sorting or grouping the data groups by similarities in content. Each data group is classified in three different ways: subject, scope and type. The data group Membership Table is categorized as

- Subject—Student Groups
- Scope—All Students
- Type—Background

The data framework includes all three different categorizations. The EDFacts Data Set Viewer includes only the subject categorization. The subject categorizations are directory, education unit, finance, program, staff, student, survey and online collection.

## Data Exchange

Data are transmitted from the data supplier to ED using either the EDEN Submission System (ESS) or the EDFacts Metadata and Process System (EMAPS). The ESS is used by SEAs to submit data. The data for the Membership Table is available in all SEAs; therefore, this data group is collected using the ESS. Since the Membership Table is a table structure data group, it has its own file: Membership, X/N052. The file

specifications are available through the ESS or through the EDFacts Web site—  
[www.ed.gov/edfacts](http://www.ed.gov/edfacts).

## Summary

Below is how the Membership Table appears in the OMB package for clearance. This presentation is similar to how it appears in the data framework and the EDFacts Data Set Viewer.

### Data Group Membership Table

ID: 39

**Section:** Student

**Reporting period:** October 1

**Definition** The official unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or local education agency or students whose membership is reported by another school or LEA.

**Permitted Value or format:** Integer

**Category A** Race/Ethnicity, Sex (Membership), Grade Level (Membership)  
**Category B**  
**Category C**  
**Category D**  
**Category E**  
**Category F**  
**Category G**

**Subtotal 1** Racial Ethnic, Grade Level (Membership)  
**Subtotal 2** Sex (Membership), Grade Level (Membership)  
**Subtotal 3** Racial Ethnic, Sex (Membership)  
**Subtotal 4** Grade Level (Membership)

**Steward:** NCES

**Comment:**

**Grand Total:** ☒

**Privacy:** ☒

**State Defined:** ☐

Reporting Level

**School:** ☒

**District/LEA:** ☒

**State/SEA:** ☒

The box “privacy” is checked when data are collected about students or staff that could result in small cell sizes, requiring suppression to maintain individual privacy when

EDFacts reports the data. The box “state defined” is checked when the data definition is dependent on a state definition.

## Appendix B: EDFacts Glossary

Term	Description
AMAO	Annual Measurable Achievement Objective
AYP	Adequate Yearly Progress
Category	In the Data Framework and file/XML specifications, the breakouts or dimensions in data group tables (i.e., Sex, Grade Level). Formerly Disaggregation Categories.
Category set	A valid combination of Categories that can be reported for a Table. The Category Set defines the lowest level value of a table (a cell). For example, in the Membership Table, the category set is race/ethnicity, sex and grade level. The lowest level value for the Membership Table is the number of students for an education unit belonging to one racial/ethnic group, of male or female sex and in a specific grade (i.e., the number of third-grade Asian females).
Comment	In the Data Framework, specific business rules and other meaningful information related to the data group.
CCD	Common Core of Data collected by the National Center for Education Statistics (NCES)
DANS	Office of Special Education Program's Data Analysis System
Data collection	Process used by the U.S. Department of Education for collecting data from state education agencies (SEAs).
Data element	One specific piece of data to be included in the submission (otherwise known as a variable or field in other types of data collections).
Data group	A specific aggregation (i.e., a group) of related data that are stored in EDFacts to satisfy the specific information need of one or more ED Program Offices. A data group can be a single data element such as AYP status or a table of data such as the children with disabilities exiting special education tables. Both represent a conceptual piece of information.
Data record	Detailed information, in a specified order and format, for an education unit.
Data topic	In the Data Framework, a categorization of data groups that describes what type of data are represented (i.e., student, staff, program, directory).
Data staging database	Located in the EDEN Submission System where files are received for reasonability edits and explanation review by ED.
EDFacts	A collaborative effort among the U.S. Department of Education, state education agencies and industry partners to centralize state-reported K-12 educational performance data into one federally coordinated, data repository located in the U.S. Department of Education.
EDFacts Coordinator	Official SEA contact for EDFacts and EDEN Submission System. This person is responsible for ensuring that the files are submitted, that errors are corrected and that files are approved for submission to the Data Repository; serves as the SEA contact person for completing the state Submission Plan.
EDEN	Education Data Exchange Network, a centralized, coordinated repository of state-reported, K-12, educational data residing at the U.S. Department of Education
Edit	Often referred to as a business rule. An indication of a problem in the



Term	Description
	format or contents of a file. EDFacts includes Format, Validation and Reasonability edits.
Education unit	Education entity such as SEA, LEA, or school.
Education unit level	Tier in the education hierarchy—school, LEA, or SEA level.
Error type	Category of error (format or validation error) in the data file that prevents complete transmission of the file.
File	See Transmittal File.
File extension	Ending portion of a file name that denotes the format used for this file (.txt, .tab, .csv, or .xml). Although .zip files may be submitted, when the file is unzipped it must create a file with one of the four permitted file extensions.
File format	One of four acceptable formats for submission of files. They include fixed length, comma-delimited, tab-delimited and XML.
File identifier	A 32-character string, including any combination of standard characters that is used to further identify a transmittal file.
File level	state = SEA, local education agency (including school districts and supervisory unions) = LEA, school = SCH
File/XML specification	A document that outlines the files, record layout and data elements in the record layouts.
FIPS	Federal Information Processing Standards; standards and guidelines developed by the National Institute of Standards and Technology (NIST) for federal computer systems. The list of FIPS State Codes is provided in appendix C.
Format error	A significant error in the format of the file requiring correction and resubmission by the SEA before the data are processed.
GFSA	<i>Gun-Free Schools Act</i>
Header record	Required for every file, the first record in every file. A header record provides file type, file name, file identifier and file reporting period.
IDEA	<i>Individuals with Disabilities Education Act</i>
LEA	Local education agency
LEP	Limited English proficient, also known as English language learner
MEP	Migrant Education Program
NCES	National Center for Education Statistics
NCLB	<i>No Child Left Behind Act</i> of 2001. The name given to the <i>Elementary and Secondary Education Act</i> of 1965, as amended ( <i>ESEA</i> when it was reauthorized in 2001).
NIST	National Institute of Standards and Technology, a non-regulatory federal agency within the U.S. Commerce Department's Technology Administration. NIST's mission is to develop and promote measurement, standards and technology to enhance productivity, facilitate trade and improve the quality of life.
OMB	U.S. Office of Management and Budget—the approval authority for all data collections; administers and enforces the <i>Paperwork Reduction Act</i> of 1995.
Permitted values	The valid values for a data element.

Term	Description
REAP	Rural Education Achievement Program
Record	Row within a fixed, comma-delimited, or tab-delimited file. This term does not relate to XML files.
Record layout	Description of the specific data elements and the order of elements per row within a flat file.
Reporting period	The specific date or period of time for which data are reported.
SEA	State education agency
SEA submitter(s)	Person(s) the SEA has approved to submit files and access the secure part of the EDEN Portal. Each submitter receives a personal USER ID and PASSWORD from ED.
Schema	A format specification for an XML file. Some schemas may be used for multiple transmittal files.
Start position	For the fixed-file format only, the starting position within the row of the element.
Steward	The Principal Office within ED that has the primary responsibility for the data group.
Submission	A set of related data belonging to only one education unit (i.e., one school or one LEA), for one school year and for one file. For example, Membership data for a single school for the school year 2007–08, or current year status data for an LEA for the school year 2008–09.
SWP	School-wide program for Title I
TAS	Targeted Assistance Schools for Title I
Transmission	The process of transferring a file from the SEA to the EDEN System.
Transmittal (file)	A physical file of data to be transferred. A transmittal file may consist of one or many submissions for a given Education Unit Level (i.e., more than one school). Large files may be broken into subparts for transmittal, if preferred by the submitter.
Transmittal status report	“Real time” display of the status of every file sent to the EDEN Submission System from the Data Receipt and Processing System through to the Data Repository.
Validation error	Significant error in the data quality of the file requiring correction and resubmission by the SEA before the data are processed.
Warning	Possible error in data quality requiring an explanation and/or correction by the SEA before further processing.
XML	Extensible Markup Language, a universal format for preparing and posting documents and data to the Web. Allows users to be more flexible and accurate in describing information. Also used for passing information between computing systems, which are otherwise unable to communicate.

## Appendix C: EDFacts Directory Data Groups

	SEA		LEA		School	
	DG Name		DG Name		DG Name	
<b>Unique Identifiers</b>	559	FIPS State Code	559	FIPS State Code	559	FIPS State Code
	7	Education Entity Name	7	Education Entity Name	7	Education Entity Name
	6	DUNS Number*	6	DUNS Number*		
	570	State Agency Number				
			551	Supervisory Union Identifier		
			4	LEA Identifier (State)	4	LEA Identifier (State)
					5	School Identifier (State)
			1	LEA Identifier (NCES)	1	LEA Identifier (NCES)
					529	School Identifier (NCES)
<b>Contact information</b>	9	Address Location	9	Address Location	9	Address Location
	8	Address Mailing	8	Address Mailing	8	Address Mailing
	10	Telephone - Education Entity	10	Telephone - Education Entity	10	Telephone - Education Entity
	11	Web Site Address	11	Web Site Address	11	Web Site Address
	458	Chief State School Officer Contact Information				
<b>Descriptive information</b>			12	FIPS County Code*	12	FIPS County Code*
			572	County Name*	572	County Name*
			16	LEA Operational Status	531	School Operational Status
			453	Education Agency Type	21	School Type
			17	Locale*	17	Locale*
			18	Grades Offered	18	Grades Offered
			14	Geographic Location*	14	Geographic Location*
			13	Congressional District Number*	13	Congressional District Number*
			27	Charter Status	27	Charter Status
			582	Title 1 District Status*		
			669	Out of State Indicator	669	Out of State Indicator

\* ED plans to obtain these data groups from sources other than the SEA.

## Appendix D: Crosswalk of CCD Data Items to EDFacts Data Groups

Below is a list of the specific early, middle and closeout files that need to be submitted to ESS for CCD.

For the SEA level, the following files need to be submitted:

Early collection period:

- N/X029—Directory
- N/X052—Membership
- N/X059—Staff FTE

Closeout collection period:

- N/X040—Graduates/Completers

**Table 13.1-1 EDFacts Files for CCD State Non-Fiscal File**

CCD State Non-Fiscal File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
SEANAME	001 - 060	Name of State Education Agency	7 - Education Entity Name (SEA)	N/X029—Directory	Early
STREET	061 - 090	Mailing Address	8 - Address Mailing (SEA Street portion)	N/X029 – Directory	Early
CITY	091 - 120	City	8 - Address Mailing (SEA City portion)	N/X029 – Directory	Early
ZIP	121 - 125	ZIP Code (5 Digit)	8 - Address Mailing (SEA Zip Code portion)	N/X029 – Directory	Early
ZIP4	126 - 129	ZIP + 4 Code	8 - Address Mailing (SEA Zip Code Plus 4 portion)	N/X029 – Directory	Early
PHONE	130 - 139	Telephone Number	10 - Telephone – Education Entity (SEA)	N/X029 – Directory	Early
PKTCH - UGTCH	140 - 169	Teachers	528 - Staff FTE Table	N/X059 – Staff FTE	Early
TOTTCH	170 - 175	Total FTE Teachers	Derived from 528 - Staff FTE Table	N/X059 – Staff FTE	Early
AIDES - OTHSUP	176 - 253	Staff	528 - Staff FTE Table	N/X059 – Staff FTE	Early
TOTGUI	(200 - 205)	Total Guidance Counselors	Derived from 528 - Staff FTE Table	N/X059 – Staff FTE	Early
PK - WHUG	254 - 973	Students by Grade, Race/Ethnicity, and by Gender	39 - Membership Table (Category Set A)	N/X052 – Membership	Early
MEMBER	974 - 981	Total Students	39 - Membership Table	N/X052 –	Early

CCD State Non-Fiscal File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
				Membership	
AMTOT-WHTOT	982 - 1021	Total students by Race/Ethnicity	Derived from 39 - Membership Table	N/X052 – Membership	Early
REGDIP-WHDIP	1022 - 1069	Diploma Recipients (Total and by Race/Ethnicity)	Derived from 306 - Graduates/Completers Tables	N/X040 – Graduates/Completers	Close-out
EQUIV-WHEQUIV	1070 - 1117	High School Equivalency Recipients (Total and by Race/Ethnicity)	Derived from 306 - Graduates/Completers Tables	N/X040 – Graduates/Completers	Close-out
OTHCOM-WHOHC	1118 - 1165	Other High School Completers (Total and by Race/Ethnicity)	Derived from 306 - Graduates/Completers Tables	N/X040 – Graduates/Completers	Close-out

For the LEA level, the following files need to be submitted:

Early collection period:

- N/X029 – Directory
- N039 – Grades Offered (these data are in X029 for XML submitters)
- N/X002 – Children with Disabilities (*IDEA*) - School Age
- N/X089 – Children with Disabilities (*IDEA*) - Early Childhood
- N/X052 – Membership
- N/X059 – Staff FTE

Middle collection period:

- N/X046 – LEP Students in LEP Program

Close-out collection period:

- N/X032 – Dropouts
- N/X040 – Graduates/Completers
- N/X122 – MEP Students - Eligible and Served Summer / Intersession

**Table 13.1-2 EDFacts Files for CCD Agency Non-Fiscal File**

CCD Agency File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
LEAID	001 - 007	NCES Education Agency ID	1 - LEA Identifier (NCES)	N/X029 – Directory	Early
STID	008 - 021	State Education Agency ID	4 - LEA Identifier (State)	N/X029 – Directory	Early

CCD Agency File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
NAME	022 - 081	Name of Education Agency	7 - Education Entity Name (LEA)	N/X029 – Directory	Early
PHONE	082 - 091	Telephone Number (Area Code and Phone Number)	10 - Telephone – Education Entity (LEA)	N/X029 – Directory	Early
MSTREE	092 - 121	Mailing Address - Street	8 - Address Mailing (LEA Street portion)	N/X029 – Directory	Early
MCITY	122 - 151	Mailing Address – City	8 - Address Mailing (LEA City portion)	N/X029 – Directory	Early
MSTATE	152 - 153	Mailing Address - State (P.O. Abbreviation)	8 - Address Mailing (LEA USPS State Abbreviation portion)	N/X029 – Directory	Early
MZIP	154 - 158	Mailing Address - ZIP (digits 1 thru 5)	8 - Address Mailing (LEA Zip Code portion)	N/X029 – Directory	Early
MZIP4	159 - 162	Mailing Address – ZIP4 (digits 6 thru 9)	8 - Address Mailing (LEA Zip Plus 4 portion)	N/X029 – Directory	Early
LSTREE	163 - 192	Physical Location Address - Street	9 - Address Location (LEA Street Portion)	N/X029 – Directory	Early
LCITY	193 - 222	Physical Location Address - City	9 - Address Location (LEA City Portion)	N/X029 – Directory	Early
LSTATE	223 - 224	Physical Location Address - State (P.O. Abbreviation)	9 - Address Location (LEA USPS State Abbreviation portion)	N/X029 – Directory	Early
LZIP	225 - 229	Physical Location Address - ZIP (digits 1 thru 5)	9 - Address Location (LEA ZIP code portion)	N/X029 – Directory	Early
LZIP4	230 - 233	Physical Location Address - ZIP4 (digits 6 thru 9)	9 - Address Location (LEA Zip Plus 4 portion)	N/X029 – Directory	Early
AGTYP	234 - 234	Education Agency Type Code	453 - Educational Agency Type	N/X029 – Directory	Early
UNION	235 - 237	Supervisory Union ID Number	551 - Supervisory Union Identification Number	N/X029 – Directory	Early
CONAME	238 - 267	County Name	572 - County Name	Derived	Early
CONUM	268 - 272	FIPS County Code	12 - FIPS County Code	Derived	Early
BOUND	273 - 273	Operational Status Code	16 - LEA Operational Status	N/X029 – Directory	Early
GSLO	274 - 275	Grade Span Offered - Lowest grade	Derived from 18 - Grades Offered	X029 – Directory N039 – Grades Offered	Early
GSHI	276 - 277	Grade Span Offered - Highest Grade	Derived from 18 - Grades Offered	X029 –Directory N039 – Grades Offered	Early

CCD Agency File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
UG	278 - 284	Ungraded Students	39 - Membership Table	N/X052 – Membership	Early
PK12	285 - 291	PK-12 Students	Derived from 39 - Membership Table	N/X052 – Membership	Early
MIGRNT	292 - 298	Migrant Students Served in a Summer Program	635 - MEP Students Eligible and Served Summer/Intersession Table	N/X122 – MEP Students – Eligible and Served Summer / Intersession	Close-out
SPECED	299 - 305	Special Education - Individual Education Program (IEP)	Derived from 74 - Children with Disabilities (IDEA) School-Age Tables and 613 - Children with Disabilities (IDEA) Early Childhood Tables	N/X002 – Children with Disabilities (IDEA) – School Age N/X089 – Children with Disabilities (IDEA) – Early Childhood	Early
ELL	306 - 312	English Language Learner	123 - LEP Students in LEP Program Table	N/X046 – Students in LEP Program	Middle
PKTCH-UGTCH	313 - 347	Teachers	528 - Staff FTE Table	N/X059 – Staff FTE	Early
TOTTCH	348 - 354	Total FTE Teachers	Derived from 528 - Staff FTE Table	N/X059 – Staff FTE	Early
AIDES-OTHSUP	355 - 445	Staff	528 - Staff FTE Table	N/X059 – Staff FTE	Early
TOTGUI	(383 – 389)	Total Guidance Counselors	Derived from 528 - Staff FTE Table	N/X059 – Staff FTE	Early
TOTDPL	446 - 451	Total Diploma Recipients	Derived from 306 - Graduates/ Completers Tables	N/X040 – Graduates/ Completers	Close-out
AMDPLM-WHDPLU	452 - 541	Diploma Recipients by Race/Ethnicity and Gender	306 - Graduates/ Completers Tables	N/X040 – Graduates/ Completers	Close-out
TOTOHC	542 - 547	Total Other High School Completers	Derived from 306 - Graduates/ Completers Tables	N/X040 – Graduates/ Completers	Close-out
AMOHCM-WHOHCU	548 - 637	Other High School Completers by Race/ Ethnicity and Gender	306 - Graduates/ Completers Tables	N/X040 – Graduates/ Completers	Close-out
TOTD07-WHD12U	638 - 1213	Dropouts by Grade, Race/Ethnicity, and Gender	326 - Dropouts Tables	N/X032 – Dropouts	Close-out

For the school level, the following files need to be submitted:

Early collection period:

- N/X029 – Directory
- N039 – Grades Offered (these data are in X029 for XML submitters)
- N/X129 – CCD School
- N/X052 – Membership
- N/X033 – Free and Reduced Price Lunch

End collection period:

- N/X132 – School End of SY Status

**Table 13.1-3 EDFacts Files for CCD School Non-Fiscal File**

CCD School File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
LEAID	0001 - 0007	NCES Education Agency ID	1 - LEA Identifier (LEA)	N/X029 – Directory	Early
STID	0008 - 0021	State Education Agency ID	4 - LEA Identifier (State)	N/X029 – Directory	Early
SCHNO	0022 - 0026	NCES School ID	529 - School Identifier (NCES)	N/X029 – Directory	Early
SEASCH	0027 - 0046	State School ID	5 - School Identifier (State)	N/X029 – Directory	Early
LEANM	0047 - 0106	Name of Education Agency	7 - Education Entity Name (LEA)	N/X029 – Directory (LEA file)	Early
SCHNAM	0107 - 0156	Name of School	7 - Education Entity Name (School)	N/X029 – Directory	Early
PHONE	0157 - 0166	Telephone Number (Area Code and Phone Number)	10 - Telephone – Education Entity (School)	N/X029 – Directory	Early
MSTREE	0167 - 0196	Mailing Address - Street	8 - Address Mailing (School Street portion)	N/X029 – Directory	Early
MCITY	0197 - 0226	Mailing Address - City	8 - Address Mailing (School City portion)	N/X029 – Directory	Early
MSTATE	0227 - 0228	Mailing Address - State (P.O. Abbreviation)	8 - Address Mailing (School USPS State Abbreviation portion)	N/X029 – Directory	Early
MZIP	0229 - 0233	Mailing Address - ZIP (digits 1 thru 5)	8 - Address Mailing (School ZIP Code portion)	N/X029 – Directory	Early
MZIP4	0234 - 0237	Mailing Address - ZIP4 (digits 6 thru 9)	8 - Address Mailing (School ZIP Plus 4 portion)	N/X029 – Directory	Early
LSTREE	0238 - 0267	Physical Location Address - Street	9 - Address Location (School Street portion)	N/X029 – Directory	Early
LCITY	0268 - 0297	Physical Location Address - City	9 - Address Location (School City portion)	N/X029 – Directory	Early



CCD School File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
LSTATE	0298 - 0299	Physical Location Address - State (P.O. Abbreviation)	9 - Address Location (School USPS State Abbreviation portion)	N/X029 – Directory	Early
LZIP	0300 - 0304	Physical Location Address - ZIP (digits 1 thru 5)	9 - Address Location (School ZIP Code portion)	N/X029 – Directory	Early
LZIP4	0305 - 0308	Physical Location Address - ZIP4 (digits 6 thru 9)	9 - Address Location (School ZIP Plus 4 portion)	N/X029 – Directory	Early
SCHTYP	0309 – 0309	School Type Code	21 - School Type	N/X029 – Directory	Early
STATUS	0310 - 0310	Operational Status Code	531 - School Operational Status	N/X029 – Directory	Early
GSLO	0311 - 0312	Grade Span Offered - Lowest grade	Derived from 18 - Grades Offered	X029 –Directory N039 – Grades Offered	Early
GSHI	0313 - 0314	Grade Span Offered - Highest grade	Derived from 18 - Grades Offered	X029 –Directory N039 – Grades Offered	Early
TITLEI	0315 - 0315	Title I Eligible School	22 - Title I School Status	N/X129 – CCD School	Early
STITLI	0316 - 0316	School-wide Title I	22 - Title I School Status	N/X129 – CCD School	Early
MAGNET	0317 - 0317	Magnet School	24 - Magnet Status	N/X129 – CCD School	Early
CHARTR	0318 - 0318	Charter School	27 - Charter Status	N/X029 – Directory	Early
SHARED	0319 - 0319	Shared Time	573 - Shared Time Status	N/X129 – CCD School	Early
FTE	0920 - 0324	Classroom Teachers	644 - Teachers (FTE)	N/X129 – CCD School	Early
FRELCH	0325 - 0328	Free Lunch Eligible Students	565 - Free and Reduced Price Lunch Table	N/X033 – Free and Reduced Price Lunch	Early
REDLCH	0329 - 0332	Reduced-Price Lunch Eligible Students	565 - Free and Reduced Price Lunch Table	N/X033 – Free and Reduced Price Lunch	Early
FLE	0333 - 0336	Total of Free and Reduced-Price Lunch Eligible	565 - Free and Reduced Price Lunch Table	N/X033 – Free and Reduced Price Lunch	Early
MIGRNT	0337 - 0340	Migrant Students Enrolled in Previous Year	110 - Migrant Students Eligible Regular School Year	N/X132 – School End of SY Status	End
TOTPK-	0341 –	Students by Grade,	39 - Membership	N/X052 –	Early

CCD School File					
CCD field name	CCD field position	CCD field description	EDFacts data group	EDFacts file specification	EDFacts file schedule
WHALU	1364	Race / Ethnicity, and by Gender		Membership	

## Appendix E: State Abbreviations and FIPS Codes

This appendix defines the state abbreviations and the Federal Information Processing Standard (FIPS) codes (01-78).

**Table F-1: State Abbreviations and FIPS Codes**

State name	FIPS	State abbreviation
ALABAMA	01	AL
ALASKA	02	AK
ARIZONA	04	AZ
ARKANSAS	05	AR
CALIFORNIA	06	CA
COLORADO	08	CO
CONNECTICUT	09	CT
DELAWARE	10	DE
DISTRICT OF COLUMBIA	11	DC
FLORIDA	12	FL
GEORGIA	13	GA
HAWAII	15	HI
IDAHO	16	ID
ILLINOIS	17	IL
INDIANA	18	IN
IOWA	19	IA
KANSAS	20	KS
KENTUCKY	21	KY
LOUISIANA	22	LA
MAINE	23	ME
MARYLAND	24	MD
MASSACHUSETTS	25	MA
MICHIGAN	26	MI
MINNESOTA	27	MN
MISSISSIPPI	28	MS
MISSOURI	29	MO
MONTANA	30	MT
NEBRASKA	31	NE
NEVADA	32	NV
NEW HAMPSHIRE	33	NH
NEW JERSEY	34	NJ
NEW MEXICO	35	NM

State name	FIPS	State abbreviation
NEW YORK	36	NY
NORTH CAROLINA	37	NC
NORTH DAKOTA	38	ND
OHIO	39	OH
OKLAHOMA	40	OK
OREGON	41	OR
PENNSYLVANIA	42	PA
RHODE ISLAND	44	RI
SOUTH CAROLINA	45	SC
SOUTH DAKOTA	46	SD
TENNESSEE	47	TN
TEXAS	48	TX
UTAH	49	UT
VERMONT	50	VT
VIRGINIA	51	VA
WASHINGTON	53	WA
WEST VIRGINIA	54	WV
WISCONSIN	55	WI
WYOMING	56	WY
AMERICAN SAMOA	60	AS
BUREAU OF INDIAN AFFAIRS	59	BI <sup>19</sup>
DOD DOMESTIC	61	DD <sup>19</sup>
DOD OVERSEAS	58	DO <sup>19</sup>
GUAM	66	GU
MARSHALL ISLANDS	68	MH
MICRONESIA	64	FM
NORTHERN MARIANAS	69	MP
PUERTO RICO	72	PR
REPUBLIC OF PALAU	70	PW
VIRGIN ISLANDS	78	VI

<sup>19</sup> Not official U.S. Postal State Abbreviations. The state abbreviations for the Department of Defense (overseas) schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense (domestic) schools and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

## Appendix F: Introduction to XML

XML stands for eXtensible Markup Language and is becoming the preferred format for exchanging data between disparate data systems.

XML documents look similar to HTML documents—the HyperText Markup Language upon which the World Wide Web is constructed. Both documents consist of data that have been “tagged.”

Unlike HTML, XML is designed to describe the structure and semantics of the data, not its formatting. While HTML has predefined tags, XML does not.

Listed below is a sample of XML:

```
<?xml version="1.0" ?>
<note>
  <to>Jane</to>
  <from>Doug</from>
  <topic status="hot">Reminder</topic>
  <message>Don't forget the Membership files are
due next week</message>
</note>
```

The first line is the **XML declaration**. It is an optional line stating what version of XML is in use (normally version 1.0) and may also contain information about character encoding and external dependencies.

The remainder of the sample consists of nested *elements*, some of which have *attributes* and *content*. An **element** typically consists of two tags, a *start tag* and an *end tag*, possibly surrounding text and other elements. The **start tag** consists of a name surrounded by angle brackets, like "<from>"; the **end tag** consists of the same name surrounded by angle brackets, but with a forward slash preceding the name, like "</from>". Element names are case-sensitive.

In addition to content, an element can contain **attributes**—name-value pairs included in the start tag after the element name. Attribute values must always be quoted, using single or double quotes, and each attribute name should appear only once in any element. In the example, the *topic* element has one attribute *status*, which has a value of “hot.”

The element's **content** is everything that appears between the start tag and the end tag. The content of the *to* element is just the text “Jane” while the contents of the *note* element are the four elements *to*, *from*, *topic* and *message*.

XML requires that elements be properly nested—both the start and ending tags for an element must be between the start and ending tags of its containing element. It is an error to start one element, start a second element, and then end the first before ending the second.

XML provides special syntax for representing an element with empty content. Such an element may only have attributes. Instead of writing a start tag followed immediately by an end tag, a document may contain the **empty element tag** where a slash *follows* the element name. The following two examples are functionally equivalent:

```
<CATEGORY TYPE="SEX" VALUE="M"></CATEGORY>  
<CATEGORY TYPE="SEX" VALUE="M" />
```

Every XML document must have exactly one top-level root element. In the example, *note* is the root element.

There are two levels of “Correctness” for XML documents: the document is well-formed, and it is valid.

An XML document is **well-formed** if it follows the rules listed above.

An XML document can, in addition, be **valid** if it has data that conform to a particular set of user-defined content rules. These rules are defined in an XML schema document.

An XML schema for our example could specify that a *note* element must contain a *to* element, a *from* element, a *topic* element and a *message* element in that order.

Rearranging the order or deleting one of the elements would be an error.

The XML schema can define what the options are for the status attribute, maybe only “hot,” “warm,” “cool” or “cold.” A *status* value of anything else would be an error.

## Appendix G: SY 2008-09 EDFacts Files by Due Date

The table below lists all the EDFacts files in order of ED first planned usage date, which is the file due date.

File #	File name	Data group(s)	ED first planned usage date	SEA level	LEA level	SCH level
January 2009						
N029/X029	Directory	1, 4, 5, 7, 8, 9, 10, 11, 16, 21, 27, 453, 458, 529, 531, 551, 559, 570, 571, 669	1/2009 (Must be submitted first)	X	X	X
N039	Grades Offered	18	1/2009 (CCD-LEA & School) (Must be submitted first; submit only if submitting the directory non-XML)		X	X
February 2009						
N002/X002	Children with Disabilities (IDEA) - School Age	74	2/1/2009 (IDEA), 4/2009 (CCD-LEA)	X	X	X
N089/X089	Children with Disabilities (IDEA) - Early Childhood	613	2/1/2009 (IDEA), 4/2009 (CCD-LEA)	X	X	
March 2009						
N033/X033	Free and Reduced Price Lunch	565	3/2009 (CCD-SCH)		X	X
N052/X052	Membership	39	3/2009 (CCD)	X	X	X
N059/X059	Staff FTE	528	3/2009 (CCD)	X	X	
N129/X129	CCD School	22, 24, 573, 644	3/2009 (CCD-SCH), 12/2009 (CSPR)			X
June 2009						
N028/X028	Computer	525	6/15/2009			X
N071/X071	Personnel Skilled in Technology	526	6/15/2009		X	
N117/X117	8th Grade Technology Literacy	650	6/15/2009	X	X	
N046/X046	LEP Students in LEP Program	123	6/2009 (CCD-LEA)	X	X	X

File #	File name	Data group(s)	ED first planned usage date	SEA level	LEA level	SCH level
September 2009						
N132/X132	School	31, 56, 110, 514, 542, 543, 545, 603, 693, 694	9/2009 (CCD), 12/2009 (CSPR), 3/2010 (Gun Free Report)			X
November 2009						
N005/X005	Children with Disabilities (IDEA) – Removal to Interim Alternative Educational Setting	512	11/1/2009 (IDEA)	X	X	
N006/X006	Children with Disabilities (IDEA) - Suspensions/Expulsions	475	11/1/2009 (IDEA)	X	X	
N007/X007	Children with Disabilities (IDEA) Reasons for Unilateral Removal	476	11/1/2009 (IDEA)	X	X	
N009/X009	Children with Disabilities (IDEA) - Exiting Special Education	85	11/1/2009 (IDEA)	X	X	
N070/X070	Special Education Teachers	486	11/1/2009 (IDEA)	X	X	
N088/X088	Children with Disabilities (IDEA) - Disciplinary Removals	598	11/1/2009 (IDEA)	X	X	
N099/X099	Special Education Related Services Personnel	609	11/1/2009 (IDEA)	X	X	
N112/X112	Special Education Paraprofessionals	647	11/1/2009 (IDEA)	X	X	
N143/X143	Children with Disabilities (IDEA) - Total Disciplinary Removals	682	11/1/2009 (IDEA)	X	X	
N144/X144	Educational Services During Expulsion	683	11/1/2009 (IDEA)	X	X	
CSPR-I, November 2009 (until 12/18/2009)						
N010/X010	Public School Choice	544, 574	12/2009 (CSPR-I)	X	X	



File #	File name	Data group(s)	ED first planned usage date	SEA level	LEA level	SCH level
N043/X043	Homeless Served ( <i>McKinney-Vento</i> )	560	12/2009 (CSPR-I)	X	X	
N045/X045	Immigrant	519	12/2009 (CSPR-I)	X	X	
N050/X050	Title III LEP - English Language Proficiency Results	151	12/2009 (CSPR-I)	X	X	
N063/X063	Teacher Quality in Elementary Classes	381	12/2009 (CSPR-I)	X	X	X
N064/X064	Teacher Quality in Core Secondary Classes	383	12/2009 (CSPR-I)	X	X	X
N067/X067	Title III Teachers	422	12/2009 (CSPR-I)	X	X	
N075/X075	Academic Achievement in Mathematics	583	12/2009 (CSPR-I)	X	X	X
N078/X078	Academic Achievement in Reading (Language Arts)	584	12/2009 (CSPR-I)	X	X	X
N079/X079	Academic Achievement in Science	585	12/2009 (CSPR-I)	X	X	X
N081/X081	Assessment Participation	588, 589, 590	12/2009 (CSPR-I)	X	X	X
N093/X093	Children with Disabilities ( <i>IDEA</i> ) Participation in Assessments	618	12/2009 (CSPR-I); 2/1/2010 ( <i>IDEA</i> )	X	X	
N103/X103	Accountability	32, 518, 569, 617, 688, 699	12/2009 (CSPR-I)	X	X	X
N106/X106	Elementary/Middle Additional Indicator	556	12/2009 (CSPR-I)		X	X
N107/X107	High School Graduation Rate Indicator	557	12/2009 (CSPR-I)		X	X
N108/X108	Mathematics Participation Status	555	12/2009 (CSPR-I)		X	X

File #	File name	Data group(s)	ED first planned usage date	SEA level	LEA level	SCH level
N109/X109	AMO Mathematics Status	554	12/2009 (CSPR-I)		X	X
N110/X110	Reading/Language Arts Participation Status	553	12/2009 (CSPR-I)		X	X
N111/X111	AMO Reading/Language Arts Status	552	12/2009 (CSPR-I)		X	X
N116/X116	Title III LEP - Students Served	648	12/2009 (CSPR-I)	X	X	
N118/X118	Homeless Students Enrolled	655	12/2009 (CSPR-I)	X	X	
N121/X121	Migrant Students - Eligible 12 Month	634	12/2009 (CSPR-I)	X	X	
N122/X122	MEP Students - Eligible and Served Summer / Intersession	635	12/2009 (CSPR-I); 1/2010 (CCD LEA)	X	X	
N126/X126	Title III Former LEP Students	668	12/2009 (CSPR-I)	X	X	
N128/X128	Supplemental Educational Services	546, 575, 578	12/2009 (CSPR-I)	X	X	
N130/X130	School Status	34, 36, 662	12/2009 (CSPR-I)		X	X
N131/X131	LEA End of SY Status	454, 524, 603, 614, 651, 652, 664, 679, 680	12/2009 (CSPR-I); 3/2010 (Gun-Free Report)		X	
N132/X132	School End of SY Status	31, 56, 110, 514, 542, 543, 545, 603, 693, 694	12/2009 (CSPR-I)			X
N137/X137	LEP English Language Proficiency Test	674	12/2009 (CSPR-I)	X	X	
N138/X138	Title III LEP English Language Proficiency Test	675	12/2009 (CSPR-I)	X	X	

File #	File name	Data group(s)	ED first planned usage date	SEA level	LEA level	SCH level
N139/X139	LEP - English Language Proficiency Results	676	12/2009 (CSPR-I)	X	X	
N141/X141	LEP - Enrolled	678	12/2009 (CSPR-I)	X	X	
N152/X152	Corrective Actions	686	12/2009 (CSPR-I)	X	X	
N153/X153	Restructuring Actions	687	12/2009 (CSPR-I)	X	X	
December 2009						
N082/X082	CTE Concentrators Exiting	521	12/31/2009 (CAR)	X	X	
N083/X083	CTE Concentrators - Graduates	320	12/31/2009 (CAR)	X	X	
N142/X142	CTE Concentrators Academic Achievement	681	12/31/2009 (CAR)	X	X	
N148/X148	CTE Participants - Non-Traditional Fields	691	12/31/2009 (CAR)	X	X	
N149/X149	CTE Concentrator - Non-Traditional Fields	692	12/31/2009 (CAR)	X	X	
January 2010						
N041/X041	Graduation Rate	563	1/2010	X	X	X
N032/X032	Dropouts	326	1/2010 (CCD-LEA), 2/2010 (CSPR-II)	X	X	X
N040/X040	Graduates/Completers	306	1/2010 (CCD-SEA & LEA)	X	X	X
February 2010 (CSPR-II until 2/12/10)						
N003/X003	Children with Disabilities (IDEA) Academic Achievement	447	2/1/2010 (IDEA)	X	X	
N004/X004	Children with Disabilities (IDEA) Not Participating in Assessments	491	2/1/2010 (IDEA)	X	X	
N146/X146	Children with Disabilities (IDEA) - Alternate Assessment Caps	689	2/1/2010 (IDEA)	X	X	
N035/X035	Federal Programs	547	Every Two Years	X	X	
N030/X030	Discipline Incidents	523	2/2010 (CSPR-II)	X	X	X

File #	File name	Data group(s)	ED first planned usage date	SEA level	LEA level	SCH level
N036/X036	Title I Part A TAS Services	549	2/2010 (CSPR-II)	X	X	
N037/X037	Title I Part A SWP/TAS Participation	548	2/2010 (CSPR-II)	X	X	
N054/X054	MEP - 12 Month Served	102	2/2010 (CSPR-II)	X	X	
N065/X065	Federally Funded Staff	515, 550, 625	2/2010 (CSPR-II)	X	X	
N113/X113	N or D Academic Achievement - State Agency	628	2/2010 (CSPR-II)	X		
N119/X119	N or D - Participation (State Agency)	656	2/2010 (CSPR-II)	X		
N123/X123	MEP Students - Served Regular School Year	636	2/2010 (CSPR-II)	X	X	
N124/X124	MEP Students - Served Summer / Intersession	637	2/2010 (CSPR-II)	X	X	
N125/X125	N or D Academic Achievement - LEA	629	2/2010 (CSPR-II)		X	
N127/X127	N or D - Participation (LEA)	657	2/2010 (CSPR-II)		X	
N134/X134	Title I Part A Participation	670	2/2010 (CSPR-II)	X	X	
N135/X135	N or D - Long Term	671, 672	2/2010 (CSPR-II)	X	X	
N136/X136	Students Disciplined	673	2/2010 (CSPR-II)	X	X	
N145/X145	MEP Services	684	2/2010 (CSPR-II)	X	X	
March 2010						
N086/X086	Students Involved with Firearms	596	3/2010 (Gun-Free Report)	X	X	
N094/X094	Firearm Incidents	601	3/2010 (Gun-Free Report)	X	X	



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